

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. IX

October, 1917

No. 2

CONTENTS

Normal Council Delegates.....	Frontispiece
A Pledge of Consecration.....	35
Feed the Hungry Souls.....	36
Prepare for Great Events.....	36
Protect Our Boys and Girls.....	36
EDITORIALS	
The New Teacher.....	37
Budget Making.....	38
Evolutionary Errors.....	38
Go Forward.....	39
EDUCATIONAL PROGRESS	
A Digest of Selected Papers Read at the Normal Council, with Corresponding Actions Taken.....	40
Map of the S. D. A. School System in the United States and Canada.....	48
Map of the S. D. A. School System in the World.....	49
THE NORMAL	
Teaching Notes—Grade by Grade.....	50
HOME EDUCATION	
Nature Month by Month.....	58
The Home School.....	60
EDUCATIONAL NOTES.....	61

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Washington, D. C.

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FIELD ECHOES

Some echoes awakened by the September *Educator* have begun to return from the field, though there has hardly been time for many to reach us. We are sure more of a similar kind are on the way.

From an Appreciative Conference President

MINNESOTA CONFERENCE, S. D. A., ST. PAUL, MINN.,
Sept. 20, 1917.

DEAR EDITOR:

I received the copy of the *Christian Educator* sent me. I looked it over carefully and read practically the whole journal through. I found it full of interesting matter, much that is practical, and I am sure it will be very helpful to all those who are interested in Christian education, especially to our teachers.

I shall be pleased to encourage the circulation of this magazine wherever I go. Wishing for you the special blessing of God, and assuring you of my interest in the *Educator* by bespeaking for it a large circulation, I am as ever,

Sincerely your brother,

G. W. WELLS.

From a Live Normal Director

EMMANUEL MISSIONARY COLLEGE,
Sept. 23, 1917.

DEAR EDITOR:

Inclosed you will find order for eight dollars forty cents to cover cost of a club subscription for fourteen copies of the magazine *Christian Educator*. These we are ordering for our Teachers' Conference hour. A few of our number are already subscribers for the journal.

KATHERINE B. HALE.

From a Faithful Contributor

In response to a questionnaire from us, B. B. Davis, Normal Director at Walla Walla College, responded in substance as follows:

DEAR EDITOR:

I purpose to become a personal subscriber to *Christian Educator* this year, and will try to contribute to it at least one idea a month suggested by something I read in the magazine or by my daily experience in the schoolroom. I am inclosing my first idea with this letter. A little later I will send you a good picture of our new Normal Building. Meanwhile I shall encourage some one else to subscribe for the *Educator*.

Very sincerely,

B. B. DAVIS.

FROM WHOM WILL OUR NEXT ECHOES COME?



DELEGATES TO OUR NORMAL COUNCIL AT COLLEGE VIEW, NEBRASKA, AUGUST 1-8

CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., October, 1917

No. 2

A PLEDGE OF CONSECRATION

WE, the delegates to the Normal Council of the Department of Education of the North American Division Conference, feel deeply concerned regarding the needs of our cause, and the condition of the world and our people. We see before us a work of immeasurable magnitude. There is a great work yet to be done in many of our cities, hundreds of smaller towns, and thousands of rural communities. When we look across the seas, we find hundreds of millions of our fellow beings in ignorance of God and the sacrifice which he has made for them. Large territories are yet unentered by the bearers of our message, and the end is upon us.

When we look upon the world at large, only gross darkness regarding things spiritual covers it. When we look upon our churches, we see reason for deep concern. We feel that the spirit of worldliness is pressing hard upon us. We see this manifested in an increased love of pleasure. Not only our young people, but those who are older, are affected by it. We feel that there is a growing tendency to attend moving picture shows and other objectionable forms of entertainment. It seems to us there is a lack of that primitive simplicity in dress which should characterize those who are looking for their Lord.

Each year we have found it increasingly difficult to maintain Christian standards of life and deportment in our schools. The pleasure-loving, gain-seeking spirit of the world is sweeping down upon us like a great avalanche, and there must be a concerted action on the part of teachers, Missionary Volunteer workers, ministers, church officers, and parents.

We find our only deliverance from these appalling conditions in a deep and sincere consecration. To meet the needs of this dark situation, to bring the light of the gospel to those in our own land and in the regions beyond—

WE PLEDGE OURSELVES TO THIS CONSECRATION.

As leaders in our educational work, we pledge our most earnest endeavor to foster this spirit of consecration in our schools, and to maintain this simplicity of life which has been a part of this message from the beginning. We call upon our believers everywhere to unite with us in taking a determined stand against the baneful influence of the world, and in making a great advance upward in spiritual life.

Feed the Hungry Souls

“After a recent concert given for the entertainment of a number of soldiers, one of them was asked to propose a vote of thanks. He arose and said: ‘We are very grateful for the amusement afforded us tonight, and I appreciate all the musical talent brought for our enjoyment. But we are off to the front tomorrow, and I do not know how to die—I am not prepared to meet God: *I only wish there had been something for our souls.*’”—*The Morning Star.*

Prepare for Great Events

“We have an individual work to do to prepare for the great events that are before us. The youth should seek God more earnestly. The tempest is coming, and we must get ready for its fury, by having repentance toward God, and faith toward our Lord Jesus Christ. The Lord will arise to shake terribly the earth. We shall see troubles on all sides. Thousands of ships will be hurled into the depths of the sea. Navies will go down, and human lives will be sacrificed by the millions. Fires will break out unexpectedly, and no human effort will be able to quench them. The palaces of earth will be swept away in the fury of the flames. Disasters by rail will become more and more frequent; confusion, collision, and death without a moment’s warning will occur on the great lines of travel. The end is near, probation is closing. Oh, let us seek God while he may be found, call upon him while he is near! ‘It may be ye shall be hid in the day of the Lord’s anger.’”—*Mrs. E. G. White, in Signs of the Times, April 21, 1890.*

Protect Our Boys and Girls

“For the protection of our boys and girls against unusual temptations to fall into delinquencies of many kinds, and that they may be prepared more fully for the work of life and the duties and responsibilities of citizenship, it is of the utmost importance that our schools shall be maintained in full efficiency, both as to attendance and standards of work, during the continuance of the war, and everything possible should be done to increase their efficiency in both respects.”—*U. S. Commissioner of Education.*

EDITORIALS

A PLEDGE of consecration implies more attentive listening to the voice of the Spirit, greater resistance to the tide of evil, harder rowing toward the desired haven, service of greater love to our fellow man.

"THE lure of the uniform," alias the "yellow peril," places White Cross relief on a par with that of the Red Cross. The call by the United States Commissioner of Education for the protection of our boys and girls against "unusual temptations" is as timely as it is important.

"THE uniform," nevertheless, covers many a noble heart. Thoughtful young men brought face to face with all the war means, do not all say, "Let us eat and drink; for tomorrow we die." Down deep in the soul some rather say, "I am off to the front tomorrow, and I do not know how to die. I am not prepared to meet God. I wish I had something to feed my hungry soul."

WHO is next to send in a first-class photograph for our friendly competition on frontispiece? Remember that we promise to reproduce our second choice in the body of the magazine. Each picture must be one unused before, must be accompanied by a few points of information about it, and must represent some school activity. Lake Union had preference in September, the Normal Council in October, but now there has been time for our schools to offer something from the new year.

WHO will be first to patronize Our Question Box outside of the elementary school? It is open to every class of school and officer. If we cannot answer your question, we shall try to find some one who can. There is both information and inspiration in the exchange of ideas by those who are engaged in the same kind of work.

OUR map of the mission and home fields will bear study. It can be used effectively to aid in Harvest Ingathering preparedness. Reproduce it on a black-board or on a large scale by some other means. Give some lively, concrete talks on what the fund is for, and on the relation of our schools to what it is helping accomplish.

The New Teacher

OUR sympathies are with the new teacher. Presumably we have about two hundred of them in this country this year—teachers who are new in experience or new to the community. The new teacher always gets the most attention, especially in rural sections. Parent, pupil, idler, and all have their say. As a rule the prospective pupil's remarks are the least complimentary. Some of these will reach the teacher, and unless he is guided by the right kind of philosophy, they will depress him. But if his heart is set on the good he can do, and if he seeks to make friends by showing himself friendly—ever on the alert to make friendly advances and acquaint himself early with patrons in their homes—he will anticipate many a disagreeable incident.

On the other hand, as Professor O'Shea says in the *Mother's Magazine*:

"If the new teacher is an idealist, he will have to pass through a period of disillusionment. He will go into his school filled with divine fire to be of service. He will not spare himself in any way. Then some of the comments of his pupils will come to his ears. His landlady will tell him what she has heard, meaning only to pass the time away and have a little fun; but he will see nothing humorous about it. If he happens to be a girl, the sting will be all the sharper. Just at this time she will need the greatest encouragement. She is in a new community, among strangers. Nobody pays much attention to

her and she is desperately homesick. Then comes the landlady's tale. This is the time 'when a feller needs a friend.' Many a novice, and many an experienced teacher, who has gone away to a new community, has to go through a season of depression beginning with the third or fourth week of school and lasting until the strangeness of the people and the place wears off, and assurance is gained that pupils and patrons are really appreciative."

Again we advise: Take time by the forelock. Visit the homes early. Show an interest in community uplift. Extend the activities of the school into the home life. Go out of your way to cultivate friendship. You will thus help create one indispensable condition to personal happiness and to school efficiency — the esteem of the community.

Budget Making

DEAR principal or business manager, did you make out a budget before school opened this year?

Did you, too, dear superintendent, see that each of your local schools drew up a budget of financial prospects?

Are you all working by these budgets?

Do you know exactly where you are financially this very day?

"A stitch in time saves nine." A budget in time may save 90, or 900, or 9,000 — if it is lived up to.

In working by your budget, observe these points:

1. Cast up accounts at the end of the month or period — know exactly how things stand.

2. Note where estimates run short or run over.

3. Search for leaks, wastage, overlapping of effort.

4. Exhibit the facts frankly and clearly — to the board, to the faculty, to patrons, and if necessary, to students.

5. Make provision for shortage, stop leaks, organize better.

At the St. Helena Council we agreed on the principle of budget making as both a feasible and a well-tested plan for the financial conduct of our schools of all grades. Shall we work by it?

Evolutionary Errors

How persistently the extravagant errors of the evolutionary doctrine insinuate themselves into the serious study and research of scientists, is illustrated in a recent official announcement of the United States Geological Survey. It says that in the Gulf States hickorynuts have been unearthed that are not petrified, but sound and good "after a million years spent in the stagnant mud and water and stone formations that preserved them."

In the same paper is mentioned the discovery last summer of a fossil of a carnivorous reptile that "used to prowl around Texas *ten million years ago*," according to an estimate made at the University of Chicago. The fossil of this diometron, about nine feet long, is now on exhibition in the Walker Museum of that institution.

In another part of the same paper, with no connection whatever between these news dispatches, is reported the finding in Wyoming of a skeleton of the Eohippus, or prehistoric horse, a creature with three toes, which is said to have evolved into our modern horse after some "*four or five million years*."

A bit of humorous verse represents other prehistoric animals as not believing in evolution:

"Said the little Eohippus: 'I'm going to be a horse!

And on my middle finger nails I'll run my earthly course.'

The Coryphodon was horrified, the Dinoceras shocked;

And they chased young Eohippus, but he skipped away and mocked.

Said they: 'You always were as small and mean as now we see,

And that's conclusive evidence that you're always going to be.

What! Be a great, tall, handsome beast, with hoofs to gallop on?

Why! You'd have to change your nature!' said the Loxolophodon."

— *International News Service.*

The scientists, however, who discovered the skeleton, are wiser(?) than these ancient creatures, and say, "But the little three-toed horse did change his nature and acquire hoofs."

The setting of such high dates for terrestrial phenomena is the result of seeking to account for present findings by a purely "scientific" process, ignoring the only reliable record that reaches back to the beginning of creation—the inspired Word. The story of the deluge alone accounts within a year for geographical and geological changes and for

fossil remains which in the natural course of things might have required a million years to develop.

Why should not some of our science teachers prepare a monograph setting forth the truths of revelation in contrast with some of the more egregious errors of evolution? Students need it, and our laborers have long wanted it.

Go Forward

THE Church of Christ, when obeying the commands of its Captain, is the most aggressive organization in the world; and it should be, for it has to perform the greatest work known to man. Any organization is vigorous only when every unit entering into it is vigorous. When the church realizes its full possibilities, every feature of its organization is working to the limit of its capabilities.

One of the chief features of the work of the Christian Church is the education of the children and youth. Upon this depends in large measure its efficiency in all other lines. From its schools come the ministers and all other classes of gospel workers. These men and women shape the policies of the cause of truth, and they shape them in accordance with the measure of faith and foresight which they possess; and this measure is determined in no small degree by the schools. Thus it comes to pass that the schools are responsible in a large way for the forward movement of the cause of God.

All this emphasizes the necessity and importance of the Normal Council held at College View, Nebr., August 1-8. As the delegates to this meeting came together from all parts of the North American Division Conference, they earnestly sought light and leading from God for the work before them. They recognized that their work would have a world-wide influence, and that our school interests in all lands would be affected by what they did. They sought an understanding of the needs of the cause in its largest field, that they might form plans and so shape

the lines of school operation as to meet the growing needs of this cause.

They recognized that provision must be made by which a far greater number of our graduates should have had some instruction in the principles of teaching and school management. Nearly every man and woman sent to a foreign field is brought directly or indirectly into school work, and this is true in a limited sense of those who take up work in the homelands. So the Council set itself to provide for this, and adopted a course for our Normal schools which will afford full credit on college work. In addition to this, an Academic Normal Course was planned, to be introduced into approved academies, that will permit our academic students to have studies which will enable them to meet more successfully the present shortage of elementary school teachers.

This Council marked a certain stage of progress already made, and points to a greater one ahead. It was a deeply spiritual meeting, as witnessed by the pledge of consecration which the delegates accepted for themselves, and which they will present to our people throughout the world, as it appears on the first page of this issue.

We have a conquering cause, and it is the determination of our educators to realize the full measure of their opportunities, and play their full part in the great forward movement of this cause into all the world.

Frederick Grigg-

Educational Progress

A Digest of Selected Papers Read at the Normal Council With Corresponding Actions Taken

THERE is nothing more gratifying in educational work than to make positive progress — progress toward better standards, better-perfected plans, better coöperation, greater efficiency in execution, and a larger output. The second delegated session of the North American Division Department of Education, held recently at College View, Nebr., will go down in denominational history as marking an important step forward in our educational progress. The session is over, but its results continue in the living present and will extend to the promising future.

The next step is to have all our educators understand clearly what was done at our Normal Council. A report of it is now in preparation. It will include all the actions taken, the outlines, courses, committees, etc., but not the papers read. The action of the Council requesting publication of this report included the papers, but the Division Conference Committee felt that the expense of printing the papers in the report would not be justified because of the special character of the Council and the comparatively small circulation the report would have. We shall therefore make excellent use of these papers in other ways.

At and since the Council the sentiment has frequently been expressed that the papers read were uniformly excellent — better than at any previous convention of the sort. This is largely owing to the fact that the writers had ample time to study their subjects and took more than usual pains in the preparation of their papers. As we have read them through since the Council, it appeals to us that at least a digest of them ought to be printed in the *EDUCATOR*. We have accordingly selected some of the most important for that purpose in this issue. A few others we have laid aside with the purpose of printing them in full or

in digest a little later. Our chief difficulty was to know how to divide them, all are so good. We believe that our many readers who were not privileged to attend the Council will keenly appreciate the opportunity our plan will give them of acquainting themselves with the contents of the papers, as well as with the formal actions of the Council which will appear in full in the report. Some of these recommendations are of such importance and such widespread interest that we include them here.

Administration

The Administration Section enjoyed the privilege of holding several sessions during the Council, since we had some fifteen or more of our school administrators present. Some important actions taken by them and adopted by the Council are as follows:

1. A resolution that may properly be called a Pledge of Consecration. This appears on the first page of the present issue, opposite the frontispiece.

2. That consideration be given to securing uniformity in the tuition rates in all academies within the college district.

3. That there be practical uniformity of tuition and other charges in all training schools of the North American Division.

4. That if the present high cost of living continues, there be an advance of ten to twenty per cent in all school charges, and that we request the North American Division to revise the salaries of teachers to meet the present high cost of living.

5. That our educators associate themselves more fully than they have heretofore, in a judicious way, with the work of other educational organizations and associations.

6. That provision be made in our colleges for giving instruction in methods of teaching to those graduates who are planning to teach in intermediate schools and academies, and that, as far as possible, this instruction be given by the heads of the various departments.

7. That teachers in our schools desiring to take graduate work at a university should do so only after favorable action by the board

of management; and that young men and women completing a course in one of our colleges be advised to enter immediately upon denominational work.

8. That the term "Junior College" be understood to apply to such of our educational institutions as give four years of academic work and two additional years of regular college work.

9. That we ask the North American Division to make provision so that the Bible teachers in our training schools may meet together for counsel and study in the summer of 1918 and every alternate summer thereafter.

Normal Courses

One of the chief problems of the Council was to formulate and standardize a College Normal Course of two

years, and consider the advisability of introducing certain Normal elements into some of our older and stronger twelve-grade academies. A paper on this question was read by M. P. Robison, Secretary of the Normal Section, on the ground "that our greatest need is a standard of quality and quantity of the work given, rather than of exact uniformity in course details."

College Normal Course.—The writer offered a suggestive College Normal Course in complete outline, the course to receive full credit on a college degree, and its prerequisite to be an Academic Normal Course. The college course he outlined offered thirty-two hours of professional work, thirty hours of specified college subjects, and eighteen hours of college electives.

After this proposed course had been studied for three days in a preliminary council of Normal directors and throughout most of the Normal Council proper, the final result is represented in the course adopted by the Council, as shown in the accompanying table.

Subsequent actions bearing upon the College Normal Course were taken as follows:

1. Each training school shall determine for itself whether it shall allow 32 or 40 hours of Normal work to be credited toward the bachelor's degree.

2. Normal Arts shall receive a credit of four hours for each of the two years pursued in harmony with the Division standard.

3. Graduates from the College Normal Course are required to complete a minimum of 68 hours (including 8 hours of Normal Arts). All subjects in this course may be credited on a bachelor's degree at face value, except Teaching I and Teaching II, which are rated at half value.

COLLEGE NORMAL COURSE

	First Year	Credit toward A. B. Degree
	Credit on Course	
Education I	6 to 8 hours	6 to 8 hours
Teaching I	6 to 8 hours	3 to 4 hours
Methods I	6 to 8 hours	6 to 8 hours
Elective	9 to 12 hours	9 to 12 hours
Manual Arts	4 hours	4 hours
Drill		
	Second Year	
Education II	6 to 8 hours	6 to 8 hours
Methods II	6 to 8 hours	6 to 8 hours
Teaching II	6 to 8 hours	3 to 4 hours
Elective	9 to 12 hours	9 to 12 hours
Manual Arts	4 hours	4 hours
Drill		

The courses are to be interpreted as follows:

Education I	Education II
Principles of Education { $\frac{1}{2}$	History of Education $\frac{1}{2}$
School Hygiene { $\frac{1}{2}$	Psychology { $\frac{1}{2}$
Pedagogy $\frac{1}{2}$	Child Study { $\frac{1}{2}$
School Management $\frac{1}{2}$	
Methods I	Methods II
Primary and Intermed. Bible	Grammar Grade Subjects:
Primary and Intermediate Reading and Language	Arithmetic Grammar
Primary Numbers and Construction	Bible History
Nature Study	Civics Physiology
School Music	Agriculture Geography
Manual Arts I	Manual Arts II
Cardboard Construction with Household Economy I (gr. 3 & 4)	Woodwork (gr. 5-8)
Blackboard Drawing	Normal Art II (gr. 5-8)
Sewing (gr. 1-5)	Sewing II (gr. 5-8)
Normal Art I (gr. 1-5)	Household Economy II (gr. 6-8)
Gardening I (gr. 1-5)	Gardening II (gr. 6-8)
Physical Culture	

Academic Normal Course.—M. P. Robison also submitted in his paper a suggestive outline of an Academic Normal Course providing twenty hours (2 units) of professional work besides Penmanship, Normal Art, School Music, and Manual Training. This course, too, was thoroughly studied in both preliminary and regular councils, and the following plan finally adopted:

1. That two units of Normal work be offered in authorized academies, to be elected by each said academy for its prescribed course from the following list:

- One year of Teachers' Reviews.
- One year Primary and Intermediate Methods.
- One year Theory and Practice.
- One year Education.

2. That a half unit of Manual Training in Normal work be allowed in lieu of a half unit of trade work in the academy, and that necessary drills be required at the discretion of the faculty.

3. That the teachers of Academic Normal subjects be required to have had the College Normal Course, or its equivalent, and at least one year of teaching experience in the elementary school.

4. That in Teachers' Reviews the outline of work be based on the Manuals issued by the Division Department.

5. That Reviews and Methods be interpreted to include Bible, Arithmetic, Grammar, Geography, Agriculture, and Nature.

Teacher-Training Facilities

The next thing to having a good Normal course is to provide facilities for giving the instruction. A paper on this subject was read by W. E. Howell. The indispensable facilities for producing trained teachers are three: Teacher-candidates, a training staff, and a training center.

The teacher-candidates should be those who have been "divinely called to instruct the people in the works and ways of God." They should be "pious, intelligent, and industrious." They should be ready and willing to turn their hand to "labor in tilling the soil or in some mechanical employment." A good proportion of these candidates ought to be young men. In the first normal school, established by Samuel, all the candidates were young men, and were called sons

of the prophets (teachers). Masculine strength, influence, and leadership are needed in the elementary school as well as in the family. "What more stabilizing influence can be brought in than that of a young man settling with his wife in a community on a piece of land large enough for tillage and for the school, and he, if not his wife also, teaching the growing children from year to year while adding to his own support by his tillage and making it a great object lesson to his pupils? At present we have only about one man to seven women among our teachers."

The training staff ought to be persons who enjoy "the respect and confidence of the people for both learning and piety," persons who are "not only versed in divine truth," but who have "themselves enjoyed communion with God, and received the special endowment of his Spirit." They, too, should have a part in manual labor as an example, inspiration, and a means of instruction.

The teacher-training centers ought to be adequate in number, capacity, and efficiency to supply teachers enough to fill the demand in the field. At the present time they are falling far short of this result. At least one fourth of all our teaching positions must be refilled every year, requiring about 200 teachers for the purpose. The total annual output of trained teachers has varied the last three years from 30 to 40, leaving a yearly shortage of 160 or more.

More than this, only 24 per cent of the 756 already teaching have attained the standard Normal training of two years; only 26 per cent have had as much as one year of Normal training. Consequently, we are attempting to teach 12,600 boys and girls in the North American Division alone with only 50 per cent of our teachers trained or half trained for their profession.

Two problems, therefore, lie before us:

1. Qualify all the teachers now in service.
2. Qualify enough new teachers to fill the annual vacancies.

To accomplish the first end, the writer suggests the following plan: Let every superintendent take a census of his teachers in three classes:

a. Those who measure up to our Division standards.

b. Those who do not meet the standards, but who by training and experience are capable of continuing in service.

c. Those who should not continue teaching until better qualified.

The purpose of this classification is to form a basis of systematic improvement in efficiency. The following mode of procedure is suggested:

1. Require Class A to take the Reading Course yearly, attend the winter institutes yearly, and attend at least one summer school before receiving a life certificate.

2. Require Class B to take the Reading Course yearly, attend the winter institutes yearly, and attend summer school yearly, taking also correspondence school work if possible, until the Division standards are attained, then follow the same plan as Class A. To facilitate this work, let them be assigned the lighter schools to teach.

3. Recommend as many in Class C as give promise of making teachers, to attend Normal at least one year and one summer school, with the idea of placing them in Class B after that if the necessities of the field require it; otherwise let them complete the Normal Course. To fill the places made vacant by Class C, for the time being, draw upon consecrated and efficient Seventh-day Adventist teachers now employed in public schools, and upon college graduates who show interest and adaptation to elementary teaching.

Possibly this classification of our teachers into three grades might serve as the basis for a salary schedule.

To solve the second main problem before us, that of qualifying enough new teachers to fill the annual vacancies, the first natural and logical step would seem to be that of recruiting vigorously the enrolment in the training centers we al-

ready have; namely, those in our five colleges and in our seven schools of the junior college type. For this purpose the writer of the paper suggests the following measures:

1. Let the head of every school carrying a Normal course, the Normal director, and the Union secretary form a committee to unite with the superintendents in a special effort to recruit the enrolment and output of the Normal Department to the point where it will equal at least one fourth the total number of teachers engaged in the training school territory.

2. Let every college (senior and junior) conduct the Academic Normal Course.

3. Let a few of our strongest twelve-grade academies, to be selected with the approval of the Union Department and the Division Department, conduct the Academic Normal Course, to begin their work at such time as they can be properly equipped for the purpose according to the Division standards revised or adopted at this Council.

Bearing upon the establishment of new teacher-training centers the Council passed the following measure:

That such academies as may be selected by the Union Conference Department of Education in counsel with the board of managers of said academy, and are approved by the North American Division Department of Education, be authorized to carry the Academic Normal Course.

The Elementary Course of Study

Two of the main problems of the Council were to standardize the Elementary Course of Study and to recommend means of relief from the congested curriculum that this course calls for.

Standardization.—Mrs. H. E. Osborne presented a well-thought-out paper on standardization. She found that the prevailing criticisms on the secular elementary course throughout the country arrange themselves under four headings, as follows:

1. That the children are overworked.
2. That there is a lack of thoroughness.

3. That the education given fails to meet the present social and industrial needs.

4. That the pupils' progress is actually retarded by what was denominated the "stupid plan" of promoting pupils by classes.

The efforts of educators to meet the demands of critics have proceeded along three lines:

1. Simplification of the course.
2. Vitalization of the course.
3. Qualifications of the teacher.

Standardization must have respect to these three lines of effort, viewed from the standpoint of Christian education as well as of the secular school. Educators have worked earnestly to secure greater economy of time in the elementary school. The writer of the paper showed that "more is accomplished in the time allotted to our Elementary Course of study than in the public school course, through the following means:

1. Correlation of Oral Bible and Nature with Reading and other formal subjects.

2. Including Primary Physiology and Geography with Nature study.

3. Combination of Language with Reading.

4. "Our course has been greatly enriched and vitalized by the addition of five years of Bible study and three years of systematic Nature study, thus furnishing the best of material in *content* for the attainment of our aim—the development of character."

On the carrying out of this course of study, Mrs. Osborne comments as follows:

"While our course of study is thus rich in content, it is a question whether we are doing our full duty in the relative importance given to formal subjects,—Reading, Writing, Spelling, and English in the Intermediate and Grammar grades. Is it not more important that the pupil acquire skill in the use of his tools during this period than that we neglect these to crowd his mind with encyclopedic knowledge of even the high-

est content? Would not fewer facts better learned and more carefully organized be a stronger working capital, and constitute a more effective apperceiving mass for the acquirement of further knowledge than the 'smattering' of so large a variety of subject matter? This seems to be especially true with regard to our two leading content studies, Bible and Nature. Knowing that these constitute the two great books of first importance in Christian education, have not our conscientious authors included in them far too many facts of Bible History and Science for the pupil of immature years? And when we consider how indifferently and often inefficiently these are taught, may we not question whether the pupil's mind is not in a measure made dyspeptic, and the attention and interest positively dulled for further study of these subjects in the Academic grades?"

The author of the Bible Lessons Series was influenced to make the work too heavy for the grades intended, for the following three reasons:

1. When the lessons were prepared, no place was given to Old Testament in the Academic Course.

2. No teacher's manual was planned for, and therefore many reviews and notes for the teacher were included.

3. She originally intended to include only Acts and Epistles for the Seventh Grade and to prepare Elementary Doctrines for the Eighth Grade. Later the latter subject was pushed back into the Seventh Grade to make room for Prophetic History in the Eighth.

To relieve this condition, Mrs. Osborne recommended and the Council adopted the following measure:

That the lessons on Elementary Doctrines in McKibbin's Bible Lessons Book IV be combined with selected lines of prophecy from Daniel and Revelation to constitute work for the Eighth Grade.

The following additional action was taken:

Believing that our Bible series provides too much work for the pupil, we recommend that the author and two others to be chosen

by the Division Department, be asked to make definite suggestions on proper eliminations and arrangement of lesson assignments, and that this report be submitted as soon as possible.

On the Nature Study Series, Mrs. Osborne said:

"There is still a strong feeling that the work in Nature for Grades 4 and 6 should be greatly simplified. The teacher is unable to cover it if she indulges in inductive lessons based on field work in her environment. She must therefore be unpedagogical in following the textbook closely, and may even need to use some judicious "cramming" to prepare her pupils for the final test. The preparation of a Manual to accompany the Series, noting omissions, and making suggestions for inductive lessons based on field work, would be helpful. Definite divisions into periods should also be made with some regard for the 'month by month' idea."

The writer of this paper recommended the following measure, which was adopted:

That a Nature Bulletin be prepared, outlining the work by periods, noting omissions, and supplying suggestions for inductive field study month by month.

For the relief of the Grammar Grades, Mrs. Osborne recommended that Bell's Revised Grammar be begun in the Sixth Grade and completed in the Eighth Grade with supplementary work in Literature and Composition.

The Council voted to ask the Division Department to appoint a committee to prepare a Bulletin suggesting an outline for Language and Composition work for the Sixth Grade, and to bring out this outline in time for use this year, if possible.

On American History the writer offered the following recommendation, which was adopted by the Council:

That Dickson's American History be introduced in correlated Reading and Language work for Grade 6, continued in Grade 7, and completed and reviewed in Grade 8, giving time for more reference work, and the teaching of "ideals" as well as "ideas," and that a Manual, or Outline, be prepared.

Relief from Congestion.—On this topic Miss Sarah E. Peck examined the merits of the case with much painstaking and completeness, arranging her paper under the following subtopics: Elimination; Correlation and Combination; Modification of Recitation, Assignment, and Study Schemes; Credit for Home Work; Alternations; Change in Method of Handling Final Examinations.

Under *Elimination* attention is given to three subjects: Prophetic History, Civics, and Grammar. Miss Peck's belief is that the entire Eighth year should be given to Daniel and Revelation, and that a series of well-adapted lessons should be prepared on these books. To avoid extending the Bible Lessons Series into the Eighth Grade, she found that the following adaptation and eliminations might be made from this four-book Series without detriment:

1. In Book III, Part 1, let the teacher present orally the "Study of the 400 Years."

2. In Part 2 of the same book, let the teacher use "Prophecies Relating to Jesus" as outside material with the lessons on the fulfilment of these prophecies.

3. In Book IV, omit the twenty lessons on Paul's epistles, and let the teacher use them as may seem fitting.

4. Simplify the lessons on Bible Doctrines by reducing considerably the number of texts required of the pupil.

On the Nature Series, Miss Peck recommended that the amount of work be reduced to not more than 150 lessons for each year, so graded that each can be learned in at least 30 minutes; that the work be less technical and more in keeping with the child's interests and activities; that the plant section be correlated with gardening.

On Grammar, the writer of the paper believes that subject should not be required before the Eighth Grade, and be confined to a few leading principles to explain common errors in language; and that in all the grades the emphasis be laid upon oral and written composition and on correcting common errors.

Under *Correlation* and *Combination* are recommended these two:

1. Gardening and Plant Section of Nature, with Agriculture.
2. Spelling, Language, Arithmetic, and Drawing, with all thought subjects.

Under *Modification* of Recitation, Assignment, and Study Schemes are the following two:

1. Self-reliant work.
2. Assistant teaching by parent or older pupil.

Give *credit for home work*, (1) in cultural reading, (2) in useful occupations.

Under *Alternations*, as a means of relieving the curriculum from congestion, Miss Peck proposed a definite plan, which, with the elimination of Nature, the Council adopted, as follows:

ALTERNATION PLAN

1917-18 and future even yrs.	1918-19 and future odd yrs.	Grades Uniting
Bible 2 (followed by Bible 1 and 3)	Bible 1 (followed by Bible 3 and 2)	1, 2, 3
Bible 6	Bible 5	5, 6
Spelling 6	Spelling 5	5, 6
Reading 7	Reading 6	6, 7
Geography 7 ...	History 8	7, 8
Bible 8	Bible 7	7, 8
Physiology 7 (½)	Civics 8 (½) ...	7, 8
Reading 8 (½)..	Agriculture 8 (½)	7, 8
Spelling 8	Spelling 7	7, 8

Under *Change in Method* of Handling Final Examinations, these two are recommended:

1. Accrediting lines of study.
2. Giving credits based on actual grade of work done.

Organization of the Normal Department

The able paper on this topic prepared by C. W. Irwin, sets forth the following principles of organization:

The prime object of organization is efficiency. A lack of organization produces much sidestepping, crisscrossing, and counterworking. Overorganization devotes too much time to the running of the machinery and not enough to the product of the machine. Let us take the middle of the road.

The *director's* hand should be seen in the farthest ramifications of his depart-

ment. His experience should give birth to every policy, and shape and adapt every plan; yet, if wise, he will give the widest room for the development of every critic teacher or student-teacher, seeing in each one the possible germ of a future director.

Let the director teach the professional subjects, and give all or most of the methods, leaving some of the latter to critic teachers or college specialists, if in his judgment this is advisable. Let the director share with the critic teacher as far as conditions permit the supervision of student-teaching. The more he can supervise, the better he can give the methods and conduct the conference period, which should be a sort of Educational Clearing House and a place of prayer for the vitalizing of the work by the Spirit of the Master Teacher.

Avoid having too many college specialists give the methods, for their tendency is to pour into the immature mind more of the accumulation of the years than the young mind can digest.

Exploit and advertise the Normal Department. Let the president, the director, or the Union secretary set before the entire school the sacred calling of the elementary school teacher. Give an occasional chapel hour or Saturday evening to a publicity exercise by the members of the Normal Department under the leadership of the director.

House the Normal Department in a separate building, with enough reserved means to equip the department thoroughly.

Let the entire department—teachers, students, and model school pupils—be under the supervision of the College Board.

On the organization of the Normal Department, and on the relation of the model school to the college as well presented by H. A. Morrison in his paper on the latter topic, the following measures were adopted by the Council:

1. That the school in which the Normal Department is located control and operate the Model School entirely.

2. That the Normal Director be the superintendent of the Model School.

3. That one of the critic teachers be Principal of the Model School unless the Model School and Normal Department are small so that the Normal Director could act as principal as well as superintendent.

4. That separate buildings be provided for the Model School.

Health Development and Sanitation

On this subject of vital importance to all our schools, M. E. Cady read a very illuminating and practical paper.

After pointing out that the subject of Health and Sanitation has been a very live one among public school educators for the last decade, the writer said:

"There are two plans or systems of organization in operation in the public school. One is called the Physician-System and the other the Nurse-System. With the Physician-System all the work of inspection and medical examination is done by the physician, the nurses being employed to visit the parents and see that the directions of the physicians are carried out. With the Nurse-System the work of inspection is done largely by nurses, one physician being employed by the board of education to do such work as requires the skill of a physician. This physician is the head of the Health Development and Sanitation Bureau, and the nurses form his corps of assistants. Children needing treatment, after obtaining written consent of parents, are sent to a physician in the town or city, who does the work without pay or at a nominal charge. In case the parents are not able to pay the doctor's fee, the case is referred to some charity organization, which meets the expense of treatment. In some of the largest cities infirmaries or children's hospitals are provided by the Department of Education, and at certain hours each day the physicians meet the children in these institutions, doing the work of examination and treatment free of charge. Usually from three to five in the afternoon, once or twice a week, is the time for clinical work.

"The Nurse-System or plan of organization seems to be the most acceptable,

for it is less expensive, and most of the work can be satisfactorily done by nurses who have a training for inspection of grounds and buildings and the examination of children as to the condition of their eyes, ears, teeth, tonsils, lungs, etc.

"At the office of the Health Bureau are kept complete records of all students on blank forms filled out by teachers, nurses, and physicians, so that from year to year a student's physical improvement can be quickly noted.

"An educational propaganda is continuously carried on by teachers, nurses, and doctors, who give talks and lectures, and distribute literature on health lines. Physical exercises calculated to correct physical defects are carried on in the gymnasium, on the playground, or in the home. The one aim in all this work is to remove all physical impediments to educational progress and insure to all children an equal opportunity of developing their powers to the fullest measure."

As a basis of health organization in Seventh-day Adventist schools, Professor Cady offered the following plan, which was adopted by the Council:

1. That the plan of organization cover the territory composing the North American Division Conference.

2. That it embrace all schools of whatever grade in the North American Division Conference.

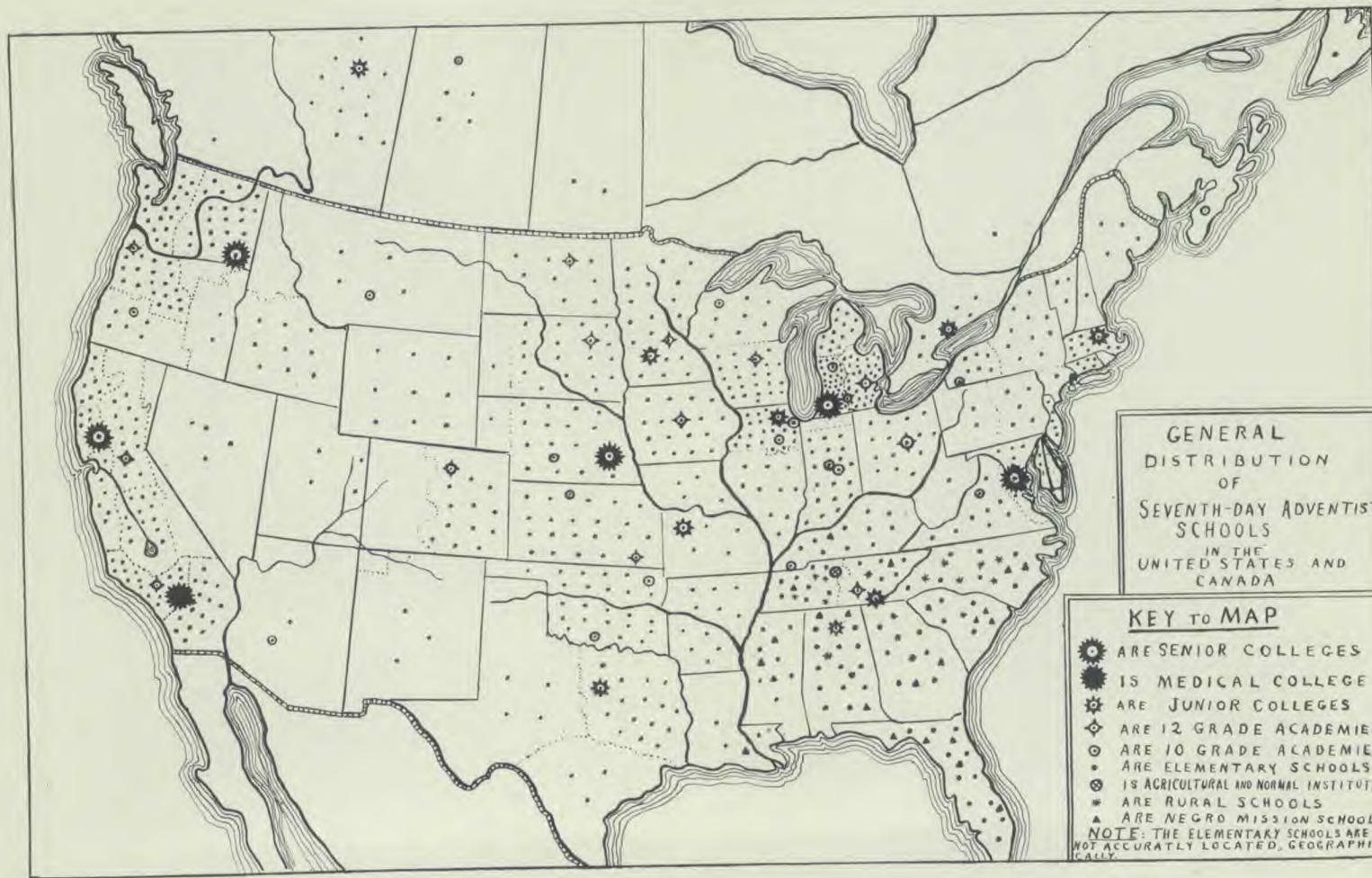
3. That the organization be formed by the Division Department of Education and called "The Health Development and Sanitation Bureau."

4. That all blank forms and literature leaflets essential to the carrying on of the work of the Bureau be prepared by the Division Department of Education and furnished as are other educational supplies.

5. That each Union Conference be a unit of organization in the Division, organizing its bureau in council with the Division Department of Education.

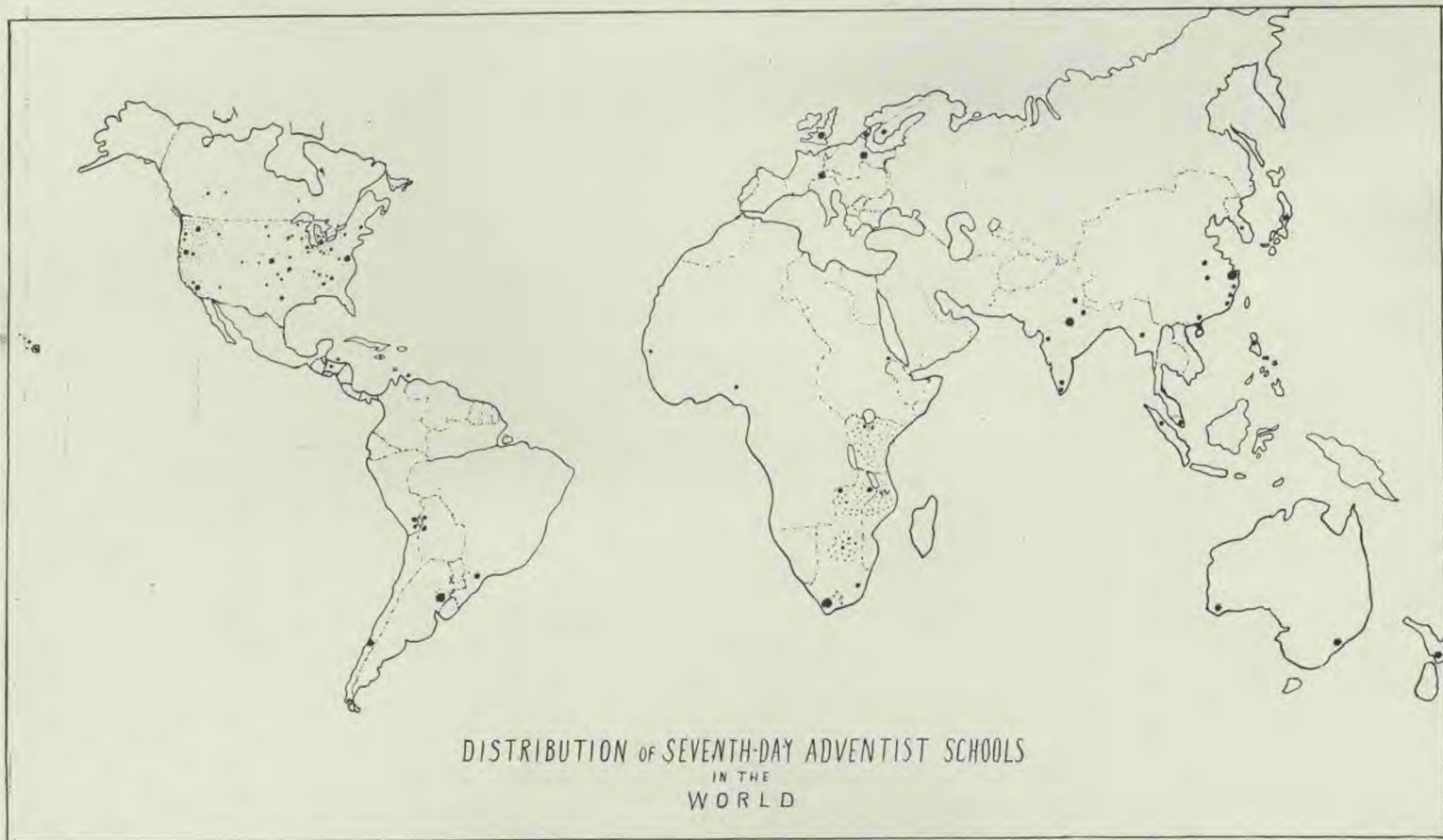
6. That the Union organization secure the coöperation of the Union Medical Department to the end that the sanitariums in the Union provide the physician and nurses needed to inspect the school grounds and buildings and to examine the students attending the schools in the sanitarium district; and that the services of our physicians in private prac-

(Concluded on page 61)



GENERAL
DISTRIBUTION
OF
SEVENTH-DAY ADVENTIST
SCHOOLS
IN THE
UNITED STATES AND
CANADA

- KEY TO MAP**
- ☼ ARE SENIOR COLLEGES
 - ☼ ARE MEDICAL COLLEGES
 - ☼ ARE JUNIOR COLLEGES
 - ◆ ARE 12 GRADE ACADEMIES
 - ⊙ ARE 10 GRADE ACADEMIES
 - ARE ELEMENTARY SCHOOLS
 - ⊕ IS AGRICULTURAL AND NORMAL INSTITUTE
 - ★ ARE RURAL SCHOOLS
 - ▲ ARE NEGRO MISSION SCHOOLS
- NOTE:** THE ELEMENTARY SCHOOLS ARE NOT ACCURATELY LOCATED, GEOGRAPHICALLY.



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.*

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Story-Telling.—One essential qualification of a primary teacher is the gift of story-telling.

The salvation of our children depends largely upon the stories they hear; and these will have much influence upon the kind of literature the child will select when he grows older.

The outline prepared for oral Bible stories is a gold mine of truth that may influence the child in every act of life.

Present these stories in a way to bring out spiritual lessons affecting the everyday life.

Much use should be made of the writings of Mrs. E. G. White. "Early Writings" is a favorite with the children when given in language that they can understand. In difficult places simplify as you read.

The children especially enjoy hearing Sister White's first vision. This makes the new earth a reality.

We are told that the imagination must be trained, and what excellent material we have

for this purpose. Imagine the real and true rather than the false as found in the myths and fairy tales so common today.

Pages 145-192 of "Early Writings" are interesting and instructive if the teacher will simplify as she reads. This furnishes excellent material for opening exercises.

Read thoroughly the last five chapters of "The Great Controversy" and reproduce it all to the little ones. In view of the times in which we live every child should be instructed in these things that he may be prepared to stand.

Use the Testimonies in connection with the Bible lessons, for example, lessons on Sabbath keeping, diet, etc. Show by your own life that these principles can be practiced by those you are teaching. Sometimes these lessons will draw the line very close, and it may be that through the children some parents will receive instruction they much need. The time has come when these fundamental principles should have first place in our work for the children.

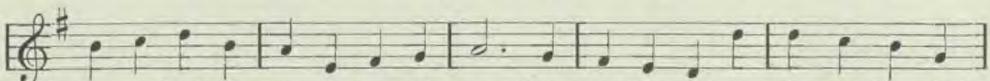
AUTUMN LEAVES

A. A. P.

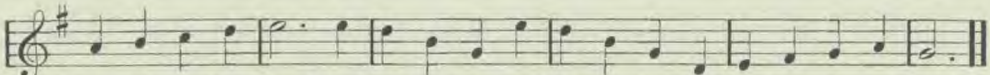
ANNA A. PIERCE



1. All summer through the leaves clung close, To star - dy moth - er tree, And cool - ing shade and
2. "Your work is done," said Mother Tree, "Put on your silk-en gowns Of scar - let hue all



breez - es fresh They gave to you and me; But now their work is al - most done, And tipped with gold, And yel - low fringed with brown." Then gold - en show'rs of whirl - ing leaves With



An - tum's time for play. The North Wind comes with merry laugh To blow them all a - way. North Wind raced and chased, Till on the brown and withered grass All tired they sank to rest.

SECOND GRADE—Mabel A. Swanson

Reading.—In all reading there should be a clearly defined purpose. Arouse interest by a pleasing introduction, and maintain it by well-directed questions or remarks as the story proceeds. To illustrate: "The Eskimo Journey," page 42, can be introduced by a story of the Northland told by the teacher and accompanied by correlated handwork.

(For reference see the little book "Homes of the World's Babies," by A. Flanagan Company, Chicago.)

Then when the reading is taken up, let the teacher's method of calling be somewhat as follows:

"Read the first paragraph and see what country our story is about."

"From the next paragraph find what kind of houses the people have."

"Read paragraph three and tell how the houses are warmed and lighted."

Such a procedure keeps a purpose before the little readers. After each direction let the whole class read silently to find the required thought. Then call upon one child to tell in his own words what he has read. If he can do so, he may then read aloud.

Phonics.—Phonic dictionaries offer opportunity for helpful seat work in this subject. These may be made for the children by taking several sheets of drawing paper and sewing on the machine along the short center line. The pages may be divided into two columns. As a new phonogram is learned, it is placed at the head of a column. As words containing the new sound are discovered, they are listed in the appropriate places.

Numbers.—One of the most practical ways of applying number facts is by playing store. Toy money may be bought or made by the children. The teacher may secure, free of charge, material for a schoolroom store, by writing to Henry Sterling Chapin, Model Store Co., New York City, N. Y.

Schoolroom Decoration.—Encourage the children to make collections of beautiful, bright-colored autumn leaves. These may be pressed and used later on. They make a pretty decoration when pinned to the window curtains.

THIRD GRADE—Edith A. Cummings

Make the schoolroom a pleasant place, a place where children love to come. If the walls are dark and dingy, clean them as well as you can, and as far as possible cover them up. Children love to "fix up" their schoolroom. Plain wall paper may be used to good advantage as a background for both borders and posters.

October affords many pleasing variations for decoration. Little poems may be illus-

trated, such as a verse from "The Little Girl and the Little Red Leaf," by Yager:

"Little red leaf floating softly down

O'er country fair and the gray old town,
Do you not hate to leave the bright tree

Where all summer long you swung in glee?"

This suggests a border of "floating" autumn leaves or a poster of a tree, leaves falling, and a little child.

Apples make pretty decorations. This verse could be illustrated in a similar way:

"Down! down! down!

Down under the tree,

See the apples falling,

As ripe as they can be.

Beautiful golden apples,

Yellow, brown, and red,

Down, down they fall in showers,

And over the green grass spread."

What influence does the appearance of the schoolroom have? Do we decorate it for mere show or for busy work? I believe a well-kept schoolroom will have a tendency to make little hands and faces cleaner, little minds purer; and a sense of harmony and order will show itself in tidier desks and greater care about the schoolroom floor. If out of this small attempt there should spring an inspiration in some heart to make the commonplace in life more beautiful, or bring any keener sensitiveness to ugliness, disorder, and all that is impure and unbeautiful, our efforts will be crowned with success.

Language.—The five lessons on the "Six Continents" are among the most difficult in the reader. They may be made very interesting and instructive, or they may be taught in a way that the pupils will not enjoy them at all.

First make use of the globe; locate the continents relative to our country. Spend plenty of time on these lessons, do not hurry through, correlate the oral language and geography with the study.

For instance in studying Asia, find the different countries it includes; ask each child to find and tell a story about a country, or a child from a country, of their own choosing. Secure books from libraries or from friends on these people or children of other lands and let the children read from them.

After the oral work has been well done, let them write the story they have either told or read.

Begin early to teach system and organization in story-writing. Often it is well to place an outline on the board; this, though it may be very brief, is a great help.

FOURTH GRADE—Irene Ayars

Reading.—The chief aim in reading is to get the thought. Many children when reading,

simply repeat words. These children can be helped by having them tell the story contained in the lesson either before or after reading in the class. You cannot expect good expression in reading unless the thought is understood. Explain difficult words and expressions in the lesson when making the assignment. This will help the children to get the right thought.

Language.—There is quite a lot of grammar work given at the close of the reading lessons. As you proceed with the reading lesson, draw attention to places that illustrate the rules in grammar found at the close of the lesson. Many drills are necessary to impress these facts upon the children's minds. Lists of sentences illustrating the rules, placed upon the blackboard are good for drills.

Do not give too long assignments in written work, or the result will be careless work. In making your assignments for stories pick out subjects that will appeal to the children and with which they are familiar.

When marking their papers, do not disfigure them with red ink; use a lead pencil and draw a line under the mistake, or else put a mark in the margin and let the children correct their own mistakes by making the correction in the margin. It is a good plan to mark only those mistakes in grammar that have already been studied by the children.

When you find that nearly all the class are making the same mistake on their papers, that mistake should be spoken of in class and be corrected. Individual mistakes should be spoken of to the ones who make them.

Plan to have the stories written in a notebook or else have the children keep their papers in a large envelope. As new facts in grammar are learned, they can go over their old papers and make corrections.

Bible.—During this period many lessons, such as the life of Abraham, will help in molding strong characters.

Have maps drawn showing the places mentioned in the lessons. A large map could be drawn on the blackboard and the places filled in as they occur in the lesson.

The sand table may also be used.

There is plenty of time for reviews. Friday is a good day to review the memory verses for the week.

Arithmetic.—All the combinations should be known by the class. Give all the drills in the arithmetic, and keep at them until the children can give them in the time allowed.

Explain "borrowing" in subtraction so that it is well understood.

Such examples as

$$\begin{array}{r} 8000 \\ - 2487 \\ \hline \end{array}$$

especially bother the children. The explanation found on page 169 is good.

Spelling.—A spelling booklet in the shape of an apple or pear is appropriate for October.

FIFTH GRADE — Olive Severs

Arithmetic.—Give much patient work and drill in fractions. To make the work seem more than mere figures, ask the pupils to —

1. Measure each other's height to find the tallest.

2. Measure the room to see how much longer it is than wide.

3. Divide papers of any size into 6 oblongs with bar $\frac{1}{2}$ inch from edge across the top for multiplication tables. This helps in fractions, measurements, and multiplication.

Bible.—Encourage the making of outlines. Nothing better can be resorted to for a comprehensive grasp of the history of Saul and David. Keep these in a notebook for reference.

Language.—Story-telling is of special value to fifth-grade children. At this age they are anxious to tell stories; so let them tell, orally



or written, the story of David and Goliath, as if they were David, then Saul, then Jonathan, one of David's brothers, or Goliath. Better still, let each child be a different one of these characters, and let him tell the story to all from his viewpoint.

Nature.—1. Be sure to perform the experiments on the composition of water. If possible, let the children perform them, and write up reports.

2. For the study of the hemispheres make use of your globe. Give and locate a list of the places found in reports and stories in the *Review* or *INSTRUCTOR*.

3. A set of maps may be prepared on North America, one showing climate; one outline map including surrounding bodies of water, peninsulas, and capes; one surface map including mountains, rivers, and lakes; one showing the countries.

4. A little time each day may profitably be spent reading to the whole school. Eskimo stories are now appropriate for the fifth grade.

Reading.—1. Before calling on pupils to read "Love Your Enemies," page 83, ask questions, such as, Why was the king of Syria troubled? How were the king's plans made known to Israel? How did Elisha treat his enemies? This helps children to see the high lights, and hence leads to expression in reading.

2. Once in a while have the children read with no previous preparation such selections as the book of Esther or Revelation 21 and 22.

3. Let pupils select their favorite lesson and tell why they like it.

Spelling.—Aim to have the children use words correctly as well as to spell them. Try some of these methods for the accomplishment of this.

1. Be sure children know how to use the dictionary, and do use it. If possible, each should have a small one, but one large unabridged dictionary should be in every school-room. Give drills in finding words quickly.

2. When dictating the spelling lesson, give the meanings only and let children write a sentence containing each.

Folder.—Brown construction paper tied with raffia and decorated with an oak leaf worked out in brown and green crayola and white chalk.

Manual Training.—Begin early in the year. Woodwork is attractive for boys, and can be put to practical use by making tie racks, book-holders for the table, etc. The only materials needed are a piece of wood, a hammer, nails, a jackknife, emery paper, and jap-a-lac.

Have a good working drawing passed in first with exact measurements given. This may be made to the scale of $\frac{1}{2}$ or $\frac{1}{4}$, and makes excellent practice in arithmetic.

The girls may make dust caps and work aprons of figured percale.

SIXTH GRADE

Bible.—Gilbert's "Practical Lessons" contains interesting material which throws light on the work of this period. The appendixes of the Oxford Bible, S. S. Teachers' Edition, show facsimiles of the Pentateuch, and the Septuagint. Read short passages from the Talmud showing some of the extreme teachings that Jesus came to overthrow.

Sum up on the blackboard the different characteristics of Christ which were prophesied of in the Old and New Testaments.

Emphasize the fact that Jesus was a personal friend to the children, not only of his day but of those of today.

Reading.—Each pupil should concentrate his attention on the reading at hand in order that his imagination may be fully stirred to the appreciation of the subject matter. This effort will make for real expression in reading.

When the reading lesson is assigned, point

out the difficult places in the content as well as in the phraseology. Emphasize the informational side so as to create real interest in the topic. Use a brief period of the recitation for oral discussion of the matter read.

Drill on voice improvement, articulation of words, and complete phrases. Cultivate a smooth style.

Arithmetic.—Decimals do not differ from common fractions whose denominator is 10. For convenience we omit the denominator.

Drill on the placing of the decimal point. Give numerous exercises and drills in reading and writing decimals.

SEVENTH GRADE — Frances A. Fry

Bible.—DEVICE: MEMORY VERSE DRILL.—One pupil may repeat memory verses while another pupil follows with the pointer, pointing to the references on the board as the verses are given.

Map Study.—JOURNEYS OF PAUL.—Give the children much drill in standing before the class, and with pointer in hand, naming and locating the various places visited by Paul on each journey. The important events and especially the memory verses should be given in connection with each place named. For instance, on the first journey the pointer rests on Antioch in Pisidia, and the child says, "Here Paul preached in the synagogue on the Sabbath day on the prophecies concerning Jesus, and said, 'I have found David the son of Jesse, a man after mine own heart, which shall fulfil all my will. Of this man's seed hath God according to his promise raised unto Israel a Saviour, Jesus.' Acts 13: 22, 23." Acts 13: 46 may be given in the same way.

When the children learn to do this exercise well, it makes a beautiful number for a Sabbath service, when something representative of the everyday work of the school has been called for.

Formal Geography.—INTRODUCTORY DRILLS.

a. *Pronunciation Drill.*—Drill on the pronunciation of the names listed on page 4 of Students' Assignment Book.

b. *Discovery Drill.*—Have pupils locate each item on the text maps of Morton's Geography. Have an unlettered wall map of the world hanging before the class. Next have the pupils pass to the wall map and locate these same features there.

c. *Location Drill.*—This is an individual drill, and is conducted as follows: A pupil passes to the map on the wall, and uses a pointer to point out places which another pupil calls off from the list on page 4. If a mistake is made, the place is passed on to the pupil discovering the error.

d. *Chorus Identification Drill.*—Point out locations on the map on the wall, the class

reciting in concert the names of the locations as they are pointed out.

e. Spelling Drill.—Point to each feature in turn, having the pupils write the names on slips of paper as the features are pointed out. A list of names should be in plain sight. This greatly aids in learning to spell the names of these features.

f. Application.—The pupils should write the names found in the list on the blackboard or in assignment book in their proper places on outline maps. While reference may be made to list names, no maps should be in sight during this drill.

Arithmetic.—DENOMINATE NUMBER DRILLS. — Give such exercises in reduction to lower and higher denominations as the following:

Teacher: 48 inches. Change to feet.

Pupil: 48 inches divided by 12 inches.

Teacher: 3 yards. Change to feet.

Pupil: 3 times 3 feet.

Teacher: 40 acres. Change to square rods.

Pupil: 40 times 160 square rods.

Teacher: 121 square yards. Change to square rods.

Pupil: 121 square yards divided by 30½ square yards.

The pupils merely indicate with a statement the operation to be performed. This is the point of difficulty.

Square Measure.—The following questions indicate the principles to be taught in connection with this topic:

1. Illustrate with a diagram the difference between two square inches, two inches, and a two-inch square.

2. A lot is 125 feet deep and has a frontage of 25 feet. What is the perimeter of the lot?

3. Make a list of three rectangular surfaces that appear in your classroom.

4. What is the area and what is the perimeter of a field one mile square? Draw a diagram.

5. Tell for what in square measure or linear measure each of the following stand: 640, 3, 12, 9, 320, 160, 30½.

6. Illustrate with diagrams the difference between the perimeter and the surface of a four-inch square.

7. Draw a horizontal rectangle, a vertical rectangle, and a square.

8. Draw a line perpendicular to another line.

9. At \$175 an acre, what is the value of a field which is 400 rods long and ¼ of a mile wide?

Language and Composition.—In order to insure originality and readiness of expression, careful review should be made of punctuation and capitalization studied in lower grades. During the early part of the term much of the written work consists of reproductions, the material being drawn from supplementary reading in history and the material of the Bible class. For instance, after hearing read

or reading themselves the story of Millet, the children may reproduce the selection in a short composition, being assisted by suggestive questions or an outline put on the board. The mind, not being busy with original thought, is left free to exercise care in punctuation, paragraphing, and sentence construction. This forms the basis for original composition work which follows later in the term's work. The seventh and eighth grades might be combined in this particular line of drill.

Dictation exercises also are a splendid means of reviewing the essentials of punctuation and sentence construction. Use short sentences for dictation exercises based upon the points on which the children need special drill. I have found this mode of procedure an interesting and valuable drill. It is also of excellent disciplinary value. With the children in position ready for writing, the teacher says, "Listen!" She then reads a sentence and gives the next command, "Repeat!" After repeating the sentence, the children are ready for the next command, "Write!" A reasonable length of time should be allowed for the writing of each sentence. In brief, the commands are:

"Listen!"

"Repeat!"

"Write!"

If the children are allowed to act preceding the commands, the exercise loses its force as a discipline drill.

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

EIGHTH GRADE

Bible.—Lessons 1-18 lead to the climax of the struggle between God and Babylon. Young men who dared to do right, in the face of danger and death, were more powerful than all the forces of the empire. Nebuchadnezzar finally gave glory to the only true God, who had given him his power.

The Babylonians did not learn the lesson their greatest king had learned, therefore it was necessary to punish the nation.

Lessons 19, 20. The spirit of the feast of Belshazzar was identical with the spirit of his grandfather, who said, "Is not this great Babylon, that I have built for the house of the kingdom by the might of my power, and for the honor of my majesty?"

Daniel was the interpreter of God's judgment to the nation as he was to Nebuchadnezzar. How often did Daniel stand up before the great of Babylon and Medo-Persia, aside from his usual audiences? Emphasize the importance of Daniel's daily life in the development of a perfect character.

Lessons 24-34. Follow the regular outline. Make use of the chart suggested in the September EDUCATOR.

Collateral readings from works by Smith and Haskell will help in the spiritual lessons. Have written reports brought in, based on Myers's General History, Revised Edition, 1906. For Babylon, see pages 47, 48; Medo-Persia, pages 59, 60. Compare the last four lines of paragraph 88, page 60, with Isa. 44: 28, also 44: 1-5.

History.—Chapters 1-3. Review colonial development comparatively. Compare the motives for colonization of Spain, France, England, and Holland. What part did commerce, religion, and adventure play in colonization? Compare Columbus, Magellan, Cortez, and Pizarro with Cartier, Champlain, Raleigh, Smith, Hudson, and others. Assign these men to different pupils; develop the comparisons with the aid of the whole class. Use the blackboard in making summaries.

Chapter 4. Give especial study to the lives of Cromwell and the Prince of Orange, and note their contribution to English liberties.

Chapter 6. Sketch the more interesting chapters of Franklin's autobiography. The fact that Franklin kept the seventh-day Sabbath and abstained from flesh foods for some time, will be of interest to all.

Let each pupil write a monthly narrative on an assigned topic chosen from "Things to Do." Arrange to have this work correlated with English language, and corrected for grammar and punctuation.

Civics.—Boys and girls often think that government is for adults only. As government is given to man that he may enjoy more fully life and liberty, so boys and girls may do many things that will help in governing the world.

The government begins with the individual; then the home, the school, and finally includes the world.

A boy is governing in real life when he washes, bathes, cleans his teeth, keeps neat clothes, and has a tidy room. When he picks up rubbish in the back yard, mows the lawn, puts up the bars, closes the gate, fixes fences, and keeps cows out of the corn; when he

cleans the auto or the wagon, greases it, and tightens up the loose nuts.

Similarly a girl is governing in real life when she helps keep house, helps in a careful and thorough manner with the sewing and cooking.

Are not these items of as much relative importance as the work of the policeman and street-cleaning departments of a city?

Boys and girls should also know something about the laws of the road, posting of signs, mowing of weeds along property, clearing walks of snow, defacement of buildings, fish and game laws, laws concerning selling of liquor and tobacco to minors, school laws referring to compulsory attendance and to vaccination. Other laws may be mentioned with which boys and girls must comply.

Arithmetic.—During the first period the problems concern practical measurements. Prepare problems of local interest, substituting them for corresponding problems of the textbook. See Educational Bulletin No. 22, pages 18, 19.

Grammar.—In studying adverbial clauses point out the general function first. "The conjunction that introduces a clause is usually an index to its function. We may therefore say that such a conjunction serves two purposes: (1) To denote the function of the clause; (2) To connect it with the principal clause. Its work should be described in this order. When the functions of the conjunction and of the clause are disposed of, the structure of the clause itself can be dealt with like an independent sentence."

Do not neglect the study of punctuation of transposed adverbial clauses.

NINTH GRADE

New Testament History.—Keep before the pupil's mind the fact that Jesus came to overthrow the powers of evil that were ruling the world.

After Jesus has shown in diverse ways that he is the Son of God, we see him challenge the leadership of the Jews.

A COMPARATIVE STUDY

GOD'S CHILDREN IN BABYLON

<u>Source of Power</u>	<u>Result</u>
1. Scripture study	1. Spiritual
2. Earnest daily prayer	2. Devout. Prayers answered
3. Good students	3. Wiser than their companions
4. Not gluttonous or winebibbers	4. Healthier
5. Vegetarians	5. Better looking
6. God and his angels	6. Had God's power

THE CHILDREN OF BABYLON

<u>Source of Power</u>	<u>Result</u>
1. Heathen teachings	1. Depended upon the flesh
2. Prayed to idols	2. Fanatics. Deceived in their answers
3. Rich and stimulating foods and wines	3. Minds were darkened
4. Meat eaters	4. Health undermined
5. Great wealth	5. Did not always give power
6. Pride of power	6. Ignored the enemy's power
7. Great armies	7. Unable to withstand the enemy

It had been left to the Jews to represent God's kingdom, and they failed through disobedience; so Christ laid the foundation of his universal kingdom by teaching the principles of true obedience.

The Jewish leaders rejected his leadership, so alone he stands before the people and teaches them and heals them—Sermon on the Mount.

Composition.—Chapters 1-3 give excellent suggestions on the foundation of simple composition. In review, emphasize personal effort, the ability to see, to feel, and to describe things from actual experience. This effort produces ideas and feelings which should be worthy of being expressed.

Guide the pupils in choosing topics of interest to the class. Keep the audience in mind. Seek topics of special local interest as well as those more remote or abstract. Leave abstract topics till a later year when the minds of the pupils have had more time for more careful generalization of experience.

Chapter 4. Have the pupils select prose selections of different writers. When all are ready, let them count the words in ten consecutive paragraphs and find the average number of words in each author's paragraphs. Have them pick out topic sentences in a similar manner.

Chapter 5. Let the pupils prepare a special notebook on punctuation. Divide the book into topics and have the pupils fill in with examples other than those found in the textbook.

Bookkeeping, N. B.—When the pupils understand the simpler forms of accounting, encourage each one to keep a private account of his business affairs for at least the next eight weeks. At the close of the second period, select the best account book and have an exact copy made of one of its pages. This exact copy or the page itself should be sent to the EDUCATOR. After examining the different pages, the editor will select the best one and print it in an early number of this magazine.

General Science.—Illustrate the story of the conservation of energy by showing the effect of sunlight on minerals, plants, and animals; or trace back the source of some of the energy we feel after a good dinner. What relation has the power of a passenger locomotive to the clouds and the sun? See standard textbooks on physics.

Have the pupils study the different kinds of heating apparatus in their homes, in the church, and in the school. Diagrams showing the convection currents should be made similar to the one on page 64 of the textbook. Select the best example of your pupils' work and send it to the editor.

Algebra.—Explain the difference between the root of an equation and the root of a

number to be factored. A clear understanding of definitions and their practical bearing avoids confusion and discouragement on the part of the pupil. Encourage neatness and accuracy in the study of parentheses. Errors in copying and in the changing of signs are the most common in this subject.

TENTH GRADE

Physiology and Botany.—Give special care to the selection of laboratory material; let every pupil take some responsibility in collecting it, giving credit for this coöperation as shown by the pupil's persistence and patience in getting choice material, and for his care in preparing it.

Use laboratory notes in both subjects. Insist on having the notebooks turned in at the regular times appointed. The custom some pupils have of copying the first-hand observations of other pupils or the data and drawings from other textbooks has no merit, and in many cases is dishonest. Such work should not be accepted.

Accuracy, neatness, and promptness should be daily watchwords in science study.

Magnifying glasses for examining botanical specimens may be purchased for fifty cents and upward. If the school does not provide them, have the pupils purchase them.

Ask a physician to exhibit before the class microscopic slides of blood cells, bacteria, etc. Doctors usually keep their old slides and are often willing to coöperate.

General History.—An interesting method of political growth will help in understanding the relations of the Oriental powers to each other. This is the principle of *conquests without incorporation*. Fiske says, "A tribe grows to national dimensions by conquering and annexing its neighbors, without admitting them to a share in its political life. Probably there is always at first some incorporation, or even perhaps some crude germ of federative alliance; but this goes very little way,—only far enough to fuse together a few closely related tribes, agreeing in speech and habits, into a single great tribe that can overwhelm its neighbors. . . . It becomes a superior caste, ruling over vanquished peoples, whom it opposes with frightful cruelty, while living on the fruits of their toil in what has been aptly termed Oriental luxury. Such has been the origin of many Eastern despotisms in the valleys of the Nile and Euphrates, and elsewhere. . . . There is that sort of brutal strength in it, that it may endure for many long ages, until it comes into collision with some higher civilization. Then it is likely to end in sudden collapse, because the fighting quality of the people has been destroyed.

"In this first method of nation making, then, which we may call the Oriental method, one now sees but little to commend. It was

better than savagery, and for a long time no more efficient method was possible."

The above extracts also show the advantage of having a prophet at the king's court, as little could be done without the king's influence. To gain the king's influence meant a great deal more than it does today.

Rhetoric.—*Figures of Speech.*—The study of figures of speech deserves some emphasis. Young men in debating societies and even many ministers, young and old, have not a clear understanding of their use. Even in daily conversation we are too prone to use slang figures. Note the simplicity and aptness of the figures of speech found in the Bible. We have just received a printed copy of a sermon which contains several inappropriate and somewhat mixed figures. They may have flashed forth on the spur of the moment, but on further consideration they are flat and incongruous, spoiling the climaxes which they were supposed to strengthen.

The Paragraph.—Make the purpose of the paragraph definite and clear. Helen Thomas suggests the "transferring to the development of the paragraph those means offered the geometry student to assist him in attaining exactness and definiteness." "They are the familiar terms: *Given, To Prove, Proof, Summary.*" This method does not interfere in obtaining unity, coherence, and emphasis in paragraph development.

Suggestions

1. Let each pupil explain the purpose of the writer in each of six paragraphs, selected from different authors.

2. Under what circumstances is the subject sentence made?

3. What is the quality of the fundamental statement?

4. What is given?

5. What is to be proved?

If the students have not studied geometry, devote two or three periods to the study of a few simple propositions in Book I of Wentworth's Plane Geometry. For further personal study, see "A Study of the Paragraph," by Helen Thomas, A. M., published by the American Book Co.

Example of the Geometrical Method of Considering the Paragraph

(Adapted from the aforementioned work)

Johnson was a Tory, not from rational conviction, but from mere passion. It was not a case of reasoning out the question in regard to his political affiliations, but it was simply a question of prejudice. Indeed, Johnson's opinion was that one form of government was as good or as bad as any other; nor did he care to give any more logical a reason. He was never even interested enough in either party to consider its good or bad points. He was a Tory, however, for the reason that he

had been born and brought up in Tory surroundings. In his childhood, he had heard nothing except talk in regard to the villainies of the Whigs. When only three years old, he was taken by his father to hear Sacheverell, the vehement Tory preacher. Then later, he had gone to Oxford, a Jacobitical college. His prejudice, increasing at every stage, finally showed itself in *Cave's Magazine*, in which, as Johnson himself expressed it, "he took care that the Whig dogs should get the worst of it." So it is evident that it was prejudice arising from this Tory atmosphere in which he was born and brought up, rather than any reasoning one way or the other, that made a Tory of Johnson.

Example.—Let us consider the above paragraph from the point of view of a geometrical proposition. Take the sentence: *Johnson was a Tory, not from rational conviction, but from mere passion.* Using this as our first sentence, let us state definitely *what we have given, and what we have to prove, and then let us follow out the proof.*

Subject Sentence.—Johnson was a Tory, not from rational conviction, but from mere passion.

Given.—Johnson, a Tory.

To prove.—He was a Tory,

(1) not from rational conviction,

(2) but from mere passion.

Proof:

Johnson, a Tory, not from rational conviction.

1. Johnson's opinion was that one form of government was as good as another.

2. He was never interested enough in politics to reason out the good or bad points of either side.

Johnson, a Tory from mere passion.

3. He had always lived in Tory atmosphere.

4. In his infancy, he had heard his father talk of the villainies of the Whigs.

5. When three, he had been taken to hear Sacheverell preach.

6. He had gone to a Tory college.

7. This increasing prejudice was evident in his articles written for *Cave's Magazine*.

Summary Sentence.—Thus it is evident that it was not any sensible conviction, but it was mere obstinate impulsiveness that made a Tory of Johnson.

The Planning of the Paragraph.—In the arrangement of the sentences, the paragraph follows the order found in the above geometrical view of the paragraph. For example:

Sentence 1: Subject sentence.

Sentence 2: Subject sentence repeated in other words. This step causes a slight narrowing of the subject sentence, and thereby makes the transition into the proof proper less abrupt.

Sentence 3: First sentence in proof.

Sentence 4: Second sentence in proof.

Sentences 5-9: Sentences in second part of proof.

Sentence 10: Summary Sentence.

HOME EDUCATION

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

Nature Month by Month

W. C. JOHN

October

O SUNS and skies and flowers of June,
Count all your boasts together;
Love loveth best of all the year
October's bright blue weather.

—*Helen Hunt Jackson.*

The Heavens

Go out on a clear night and look into the northern sky. You will see many large and beautiful stars. None of these will be as large as Venus over in the west, but they will be bright and twinkling.

Let us look for a little twinkler called the North Star, or polestar. It is our most important star because it is always in the same place every night, while the others wander around it in wide circles. No matter where we may be, we can always tell where the north is by looking at this little star. Sometimes hunters and sailors have to depend largely upon it to find their way in dark forests and mountains or on the wide sea.

To find this little light, look first for the Dippers. They are two constellations, or groups of stars, which point toward the North Star. First look for the Big Dipper, with its long, bent handle. The two bright stars forming the side opposite the handle are called the Pointers, because they point to the North Star. Even when the Dipper is upside down these stars always point to the North Star. The Little Dipper looks more like a saucepan with its handle bent upward. The last star in the handle is the North Star, or polestar.

In the olden days they called the Big Dipper the Great Bear and the Little Dipper the Little Bear. Later we shall be able to point out other constellations in other parts of the heavens.

SUGGESTIVE QUESTIONS

(To be Answered by the Child after Making Observations)

1. How many large, bright stars can you see in the north?
2. How many stars compose the Big Dipper?
3. Is the Big Dipper tipped over or in its right position?
4. Which stars are the Pointers?
5. How much larger are the Pointers than the polestar?
6. What star should you follow if you wished to walk toward the north?
7. In what position is the Little Dipper?
8. Which constellation do you like best, and why?

Give some idea of the distances from one star to the other, or to the earth. Most of the stars are larger than our earth, but they are so many million miles away that they look like tiny specks of light. We should be thankful to God for the stars, for without these bright lamps the sky would be very dismal indeed.

The Vegetable Kingdom

October gave a party; the leaves by hundreds came,
The Chestnuts, Oaks, and Maples, and leaves of every name,
The Chestnuts came in yellow, the Oaks in crimson dressed,
The lovely Misses Maple in scarlet looked their best.

—*Selected.*

This month is a very busy one, for Old Dame Nature is getting ready in earnest for winter. Soon the many-colored frost-bitten leaves will fly away and cover the ground. During the fall and winter they will decay and make the soil

rich so that there will be plenty of rich sap for the trees in spring.

God has wonderfully provided two kinds of fruits for man and animals. The first is the soft unprotected fruits like apples, pears, peaches, grapes, cherries, and the different berries. These are for immediate use, for they do not keep very long of themselves. How boys and girls, birds and insects, enjoy these fruits! The second group includes the grains or seeds, and the different kinds of nuts. These can be kept for a long time, thus man and beast can have food during the winter. Notice the protection of the different kinds of nuts.

As Mr. and Mrs. Squirrel have no stove, neither tin cans in which to put up their fruit, they have learned to store the acorns, hickory nuts, and other kinds of nuts in their winter cellars in the ground, or in some hollow tree. Thus they can go into their cellars on a wintry morning and bring up something for breakfast as we do.

Just as the poem indicates, October gives us more beautiful colors than almost any other month; the sky is clearer, the sunrises and sunsets are wonderfully colored, the moon is more silvery, and the stars look more like diamonds than at any other time of the year.

Count the numberless shades of red, brown, yellow, and green in the foliage. Can you name all these different shades correctly?

Notice the different shapes of the fruits and vegetables.

Color Day at Home or at School

Make a trip into the woods, fields, and garden, and bring in all kinds of colored flowers and leaves. After studying them they may be used for purposes of decoration.

Memorize this beautiful stanza:

Gather ye rosebuds while ye may:

Old Time is still a-flying;

And this same flower that smiles today,

Tomorrow will be dying.

—Herrick.

SUGGESTIVE QUESTIONS

1. How many different-shaped leaves have you collected?
2. How many shades of red, yellow, brown, and green can you tell in the leaves?
3. Are there more colors in the different flowers than in the different leaves?
4. Compare the different kinds of nut shells.
5. Study the different seeds and see how they differ. What seeds fly away on wings? On down? Which seeds have stickers?

The Animal Kingdom

During the summer we have admired the sleek coats of our horses, cows, dogs, and cats. Their hair has been short and shiny,—especially adapted to the hot summer weather. From now on, you will notice that nature is preparing these animals for the cold winter. Observe how the hair grows longer and becomes coarser. These heavy coats will be needed when the snow comes.

This month many birds, such as the catbirds, tanagers, and thrushes, will follow those that went south in September. Some of our bird friends will stay with us through the winter. Let us be kind to them and get better acquainted.

Now is a good time to hunt for birds' nests. Study them and see how wonderfully they are made. How carefully and patiently each stick and every daub of mud plaster has been placed. God has taught these little creatures how to build their houses, and they do it with a care that boys and girls may well imitate.

PRACTICAL WORK

1. Make outline drawings of the Dippers.
2. Make drawings of fruits, seeds, and leaves. Color and cut out.
3. Mount different kinds of leaves in a scrapbook.
4. Collect seeds for spring planting.
5. Take an old bird's nest apart, and see how the twigs are fastened.

The Home School

PERHAPS no period of the child's life is of more importance from the standpoint of education than the first seven or eight years. Growth is rapid and the body is active. Every muscle and nerve is vibrant with activity. Eyes and ears are wide open, ready to take advantage of everything of interest in the environment. During these years parents may direct these natural activities toward the development of a strong constitution and a happy disposition. It has been well said that "during the first six or seven years of a child's life, special attention should be given to its physical training, rather than to the intellect."

A strong constitution is not only desirable for its own sake, but it is the necessary foundation for future mental work. Both nerves and muscles must be strengthened during these years that when the taxing occupations of the schoolroom begin, no harm may result to the growing pupil.

Physical development of children means more than allowing them to romp and play. It signifies an intelligent direction of the many activities of the boy or girl, in harmony with nature's laws.

The physical growth of the child is influenced largely by the following conditions:

1. Exercise: playing in general, running and jumping.
2. Posture: the proper position of the body while standing or sitting, and while asleep.
3. Proper breathing: pure air, adequate ventilation of the sleeping-room.
4. Use of nourishing foods: the avoidance of condiments and stimulants.
5. Proper clothing: free and comfortable.
6. Cleanliness: bathing and washing.

If the tendencies of a normal child are given free rein, he, in company with brothers and sisters, will get all needed exercise. Children with weak constitutions should not be allowed to overdo. The other suggestions regarding hygiene and health should not be overlooked.

But parental responsibility does not cease with attention to the physical needs, even at this early age. The mental and spiritual should not be neglected, although not so dominant as the physical interests. The child mind should not receive its instruction from books, but from first-hand contact with nature and the simple instruction of the mother. "The children generally will be inquisitive to learn the things of nature. They will ask questions in regard to the things they see and hear, and parents should improve the opportunity to instruct and patiently answer these little inquiries." Jesus' education was gained from "useful work, from the study of the Scripture and of nature, and from the experience of life."

TEACHING BIBLE AND NATURE

The two great books, Bible and nature, form groundwork for moral teaching, language, history, geography, and science although no attempt should be made to teach these subjects in a formal way before seven years of age. As you talk about the heroes of old, and the things of creation, the way is paved for the teaching of the regular school subjects later on.

BIBLE

There is no character that appeals to children so much as Jesus. Bring before your little pupil, by story, by conversation, and by pictures, the attractive qualities of the "Friend" of children. Teach the commandments, for the Creator has said, "Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."

Read other Bible stories, one or two every day; let little Johnny and Margaret tell in their own words the story you told them the day before. Short verses may be memorized.

ENGLISH LANGUAGE

Nothing will educate a child in the mother tongue better than to hear the Bible read daily. You cannot be too careful of your language and the way you answer the questions asked, for these are the influences molding the child's thought and speech.

GEOGRAPHY AND HISTORY

The Bible stories abound in opportunities to learn the names of different places, their positions and peculiarities. Read Bible stories in their chronological order accompanied by simple explanations about the people and their different customs. This gives a good basis for future history study.

SCIENCE

The Nature Month by Month Educational Bulletins and the monthly series on nature in this department will enable you to help the child to observe carefully, and to interpret what he hears and sees. Observation and simple explanation are the first steps in science study.

Next month suggestions will be made on home instruction of children from seven to eight.

Educational Progress

(Concluded from page 47)

tice be secured for schools outside of sanitarium districts, or such other provision be made as may be deemed best by the Union Department of Education.

7. That each local conference be a unit organization of the Union, and that the local conference superintendent shall direct all the work of inspection and examination in the schools of the conference and shall keep on file in the superintendent's office all records of students' physical examination and progress.

8. That the superintendent arrange for each school to have such records of physical examinations and progress as will enable teachers at the beginning of the school year to understand the physical condition and needs of their pupils.

Other Council Papers

There were many other papers of equal interest and of much practical

value read at the Council. A number of these deal with educational questions not before dignified with a separate paper at one of our councils. For this reason, we desire to publish them in fuller form than the present digest will admit. There are others also whose topics are not of such immediate importance as those we have digested in this issue. These we shall present in digest form in a future number.

We are impelled to repeat, before closing, that the papers prepared and read at our Normal Council in College View are uniformly of superior merit to those presented at any previous council or convention. We appreciate keenly the thorough and faithful work done by the delegates in the preparation of these papers and in participating in the deliberations of the Council. It goes without saying that the results of this work will be felt as a strong spiritual uplift and a positive increase in efficiency in the work of our schools for years to come.

Educational Notes

For the work in singing in elementary schools, Lake Union is using this year "The Natural Method, Book One," for pupils, and the corresponding Manual for Teachers. It is said to be "simple, practical, inexpensive."

A LETTER from Prof. J. I. Beardsley, president of Oakwood Junior College, says that the day before school opened they had 55 students in the field gathering their fine crop of peas — about 100 bushels.

THREE academies in the Lake Union advance to the twelve-grade status this year: Bethel, Adelphian, and Battle Creek academies, the latter a local day school. Two academies advance to the junior college status: Alberta Academy and Oakwood School, now Oakwood Junior College. These changes have been made with the express approval of the Union Conference Committees and the North American Division Conference Committee through the Division Department of Education.

A SLENDER wire stretched from shore to shore of East River would barely support its own weight. Ten thousand wires lying side by side in four great cables not only support their own weight, but carry also the Brooklyn Bridge and the heavy traffic that daily passes between New York and Brooklyn.

CHRISTIAN EDUCATOR

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A Good Record

LAST year the Lake Union Conference enrolled about 2,600 students in schools of all kinds—a little more than half of the Seventh-day Adventist children and youth of school age in its territory. Three academies advance to the twelve-grade rank this year with the full approval of the Union and Division Conferences—Adelphian, Bethel, and Battle Creek Academies. The latter enrolled 230 last year. Nearly one thousand of our young men in the Lake Union registered for military service June 5.

General Science

WORD has come from the publishers that the 1,000 copies of the trial edition of Price's "General Science" is virtually exhausted. This is good news, for it shows how well the book is taking. A few schools are giving General Science in the first semester, but in our general course it belongs in the second semester. The new edition of the textbook, abridged to a semester's work, will be ready for the second semester. Place your orders early.

Eighth-Grade Bible

IN harmony with an action of the Normal Council, a committee is at work preparing selected lessons on Daniel and the Revelation to supplement the Elementary Doctrines in Part II of McKibbin's Bible Lessons, Book 4, to make up the Bible work for the Eighth Grade. Since the committee cannot complete its work for immediate use, and since Bulletin No. 6 is out of print, the Division Department

has recommended that for this year the Elementary Doctrines be given the first part of the year, to be followed by the lessons on Daniel and the Revelation the latter part of the year; and that Part I of Book 4 be taught for the Seventh Grade with such adaptation as may seem best. This year's experience on this basis will greatly assist in marking out a satisfactory permanent schedule.

Food Conservationisms

"THE people of this country are not in danger of want or starvation," says the Food Administrator, who offers the following advice: "Don't hoard, don't waste, don't overeat. In short, practice your religion."

Eat more corn and less wheat. We have a bumper corn crop. Once learn to like corn bread, and it will hold its place after war is forgotten.

A dollar's worth of cornmeal contains twice as much in nutritive value as a dollar's worth of wheat bread. In this country we raise four bushels of corn to every bushel of wheat.

Plenty of food at fair, not war-boom, prices is the aim of the Food Administration. Hoarding and speculation will not be permitted.

Sunday, October 21, is "Food Conservation Day" in all the churches and synagogues of the country. It is to be followed by "Enrolment Campaign Week," October 21-28, during which an effort will be made to enrol as members of the United States Food Administration every housewife or woman in charge of a family in this country. The churches are to undertake this enrolment in every household connected with their congregations. A big job, but wholly in the interest of the people!

Want to Be a Missionary?

WANT to help a child see the truth? Send your schoolbooks South when you are through with them. Poor boys and girls need them. We can use any of these:

- McKibbin—"Bible Lessons," Nos. 1, 2, 3, 4.
 - Cady—"Bible Nature Series," Nos. 1, 2, 3.
 - Morton—"Advanced Geography."
 - Coleman—"Hygienic Physiology."
 - Peck—"True Education Reader Series," Books 1, 2, 3, 4, 5, 6.
 - Bell—"Natural Method in English," Revised.
 - Hicks—"Champion Speller."
 - Hale—"Outline in Spelling," Grades 2, 3, 4, 5.
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