

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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Washington, D. C.

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SORGHUM CUTTING AT THE OAKWOOD JUNIOR COLLEGE, HUNTSVILLE, ALABAMA

CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., NOVEMBER, 1917

No. 3

A THANKSGIVING PROCLAMATION

“**B**E ye thankful.” This is the proclamation. It was issued more than eighteen hundred years ago by a great Christian leader, under the inspiration of the Giver of life and all its bounties.

One of life's most valuable lessons, and one of the hardest to learn, is that of being grateful; and this being true, it is one of the most valuable lessons to teach to our pupils. It is important because it enables the one who has learned it, to extract the honey of life from its honeycomb; and conversely, the absence of gratitude turns the honey of life into vinegar. Not only in the harvest time of the year have we cause for gratitude, but in the seeding time as well, because at all times and in every place the mercies of our God are upon us. And he makes “all things work together for good to them . . . who are the called according to his purpose.”

The habit of thankfulness is established, like all other habits, by constant repetition, and it enables one to be grateful when the material benefits of life come, and grateful when they go. “Jehovah gave, and Jehovah hath taken away; blessed be the name of Jehovah.” The expression of gratitude intensifies the impression of it.

The causes for thanksgiving are always at hand, and their effects are always good. Let them be seen, taught, and experienced on Thanksgiving Day and every other day. “Be ye thankful,” is heaven's proclamation to all men for all days and for all things.

Frederick Grigg

Greetings to Orient Workers

Resolved, That we extend Christian greetings from our American Educational and Missionary Volunteer delegates in council assembled at Union College, to the Christian believers and workers scattered abroad throughout the Asiatic Division Conference. We are earnestly endeavoring to increase the offerings of our people, and to qualify more and better laborers to gather the harvest of souls in the vast mission fields beyond the seas.

Wanted: A Hundred Heroes

“Give me a hundred men,” said John Wesley,
 “Who hate naught save sin,
 Who fear naught save God,
 Who know naught save Jesus
 Christ and him crucified,
And I will shortly set the world on fire.”

God's Work

“I am profoundly convinced that, whatever else the teacher must do, he is never called upon to get inside the mind and do any burnishing or repair work there. We use a figure of speech when we talk of the gardener causing the plant to grow, and surely we use a figure of speech, and a very misleading one, when we speak of education as the process of molding, sharpening, forming, or perfecting minds. Much as it may contribute to our pride to think of ourselves as performing such a service, the thing is inconceivable. We have no such creative power. In the Harvard Club in Boston there is one room set apart for the use of the graduates of the medical school, and over the fireplace in that room there is an inscription, a motto, which states in a sentence the philosophy of the medical profession. It reads, ‘We dress the wound, God heals it.’ If a devoted student of education should attempt to construct a similar motto which would in like manner set forth the object of his profession, what form ought it to take? This, I think: ‘We feed the mind, God makes it.’”—*What Is Education?*” *Ernest Carroll Moore, pp. 16, 17.*

Gardening

“The ‘back lot’ garden as a means of education in the grammar schools as well as being a means of reducing the high cost of food and increasing its supply, is advocated by Horace F. Major, assistant professor of landscape gardening and superintendent of grounds of the University of Missouri. “Gardening should be embodied in nature study in schools,” Mr. Major says. “It is a sure way to develop powers of observation, regularity of habit, responsibility, and provides exercise and profitable recreation.”—*American Education.*

EDITORIALS

Take Note

SECRETARY RUBLE'S article is inspirational reading.

Three Essentials.—Three essentials to school efficiency are:

1. A qualified teacher — educationally, temperamentally, spiritually.
2. Proper living quarters for the teacher—good air, light, heat, food, quiet.
3. Comfortable and healthful housing of the school.

These three things assured, optimism, enthusiasm, progress, and general uplift of morale are sure to follow.

The Largest Returns.—Nothing assures adequate financial support of a school enterprise, like efficiency in its conduct. The consecrated, energetic, progressive teacher is sought after from far and near. A wide-awake teacher has a right to demand *essentially* favorable conditions for his work. Providing such conditions will bring the largest returns on the investment; and never forget that the investment is in soul-welfare—of child, of teacher, of patrons themselves.

The Teacherage.—The teacherage is the ideal thing, for these reasons (and others):

It makes the teacher feel that his value in service to the school and the community is properly estimated.

It infuses the idea "I live here" into school life and care of premises.

It affords, for the single man or woman, a means of having a mother, sister, or older students live with the teacher.

It makes possible and attractive, especially with a land plot attached, the engagement of the young married man in one-, two-, and three-room schools. His wife may serve as assistant, or as reserve to draw upon as the school grows; or if not as teacher, then as homemaker and companion in uplift.

In either of these two cases it brings the home and community spirit into the

life of the school, and helps to adapt school work to everyday needs. The garden plot, the social affair, the house-keeping and premise-keeping may all be made highly educative.

Take Note

SECRETARY ADAMS'S article is worth, not only reading, but study.

Inconsistencies.—We are of all people the most inconsistent if—

We esteem a school enterprise worth private support, then locate it in unhealthy quarters; if—

We presume to conduct a Christian school, and compel our children to breathe bad air several hours a day; if—

We want the spiritual sight of our children anointed with the heavenly eyesalve, yet impair their physical eyesight with too little or badly placed light in the schoolroom; if—

We seek to build substantial character, yet undermine the physical constitution with poor heating, indiscriminate water drinking, exposure to colds and other "catching" troubles; if—

We try to keep our children pure, yet have the toilets so placed and so ill-cared-for that in the nature of the case anything but wholesome ideas are suggested; if—

We strive to keep the inside of the cup clean, yet carelessly leave the outside just the opposite—unclean hands, face, head, clothing, and unbathed bodies.

Therefore "be ye clean, that bear the vessels of the Lord," that care for his vessels, and keep the vessels and all their appurtenances likewise clean, wholesome, sanitary, hygienic—healthful.

Take Note

STUDY the frontispiece and the group from Ooltewah; they are the winners in the November competition.

Study our pictorial page—school-house and grounds.

The Rural Life

BLESSED, thrice blessed, is the child who grows up in the country. He may have the strength of nature wrought into the mainsprings of his life. Fresh air, good food, and exercise build up his physical powers. The habits and ways of animal life, the laws of seedtime and harvest, the glories and beauties of form and color in cloud and tree and landscape, furnish abundant sources for his natural, regular mental and spiritual growth. The country affords a sane and safe place for the education of the child.

But not all children can live and be educated in the country, though they should be wherever possible; but when not possible, the country should be brought to them where they are. It can be brought into the schoolroom even in the densely crowded city, in window-box, sand-table, and aquarium, but this is the extreme. Most school grounds have opportunity for a garden, and for grass, flowers, and shrubs. Grow them.

Teach the child things, not about them. Teach him to use his senses, and to draw his deduction from his observations. Teach him to put his thoughts into form and to produce something. This is education. Point him to the Source of life, to him who makes the flowers to bloom, the grass to grow, and who gives beautiful forms and a wealth of color to all; to him who creates the clean heart and guides it in the straight and plain path. This is Christian education.

It is so easy to use words and teach forms, and so hard to be original and practical in giving instruction, that we need continually to remind ourselves that we are to teach our pupils for life and for work, and not simply to answer examination questions and pass tests.

The wise teacher is he who draws his teachings from rural life. The grass of the field, the birds of the air, the lilies of the valley, were objects for the education of man under the direction of the greatest Teacher of all times. He taught us true pedagogical principles; let us follow them.

FREDERICK GRIGGS.

Good as a College Course

WHAT?—The Teachers' Reading Course. Impossible! you say. Before jumping to a conclusion, let us stop and think, for thinking is the stuff that life is made of. Another extravagant assertion, you say. Not so, for "as a man thinketh in his heart, so *is* he." What a man *is*, is his life.

It is verily so with the Reading Course. As a man (or woman) thinks about the Reading Course, so is it to him. If he thinks it is worth while, it will surely become so to him, for he will make it so. If he thinks it sufficient merely to read the assignment or book through, and not digest it, and not store it for future use—why, then, that measures just how much he will get out of it.

The best way to think the Reading Course worth while is to pursue it heartily and thoroughly for just one year. The teacher who does this will be convinced that what he has done is as good as a college course, so far as it goes. By following up the Reading Course another year or so, he will see more fully that it is like a college course in these important respects:

1. The books selected for reading are written by the most seasoned and successful of educators, and usually give the cream of a lifetime experience.

2. The books are developed pedagogically—about as near the living teacher as paper and ink and skilled writing can make them.

3. The magazine CHRISTIAN EDUCATOR is a progressive exponent of the principles of Christian education as related to the themes treated in the books and to all lines of school work.

4. The reading selected covers a wide range and variety of school activities.

5. The reader is greatly assisted in digesting what he reads, by an outline and notebook carefully made to order in the simplest and most convenient form.

Will the reader please run his eye over the following list of books and authors included in the Reading Course during the seven years of its existence?

- "Education," by Mrs. E. G. White.
 "Way-Marks for Teachers," by Sarah Louise Arnold.
 "Special Method in Reading," by McMurry.
 "Mistakes in Teaching," by Miss Preston's Assistant.
 "Counsels to Teachers," by Mrs. E. G. White.
 "School Management and Methods," by Baldwin.
 "Special Method in Arithmetic," by McMurry.
 "All the Children of All the People," by Smith.
 "The Teacher," by Milner.
 "Health Work in the Schools," by Hoag & Terman.
 "Council Proceedings" (St. Helena, Cal., Council, 1915).
 "Everyday Pedagogy," by Lincoln.
 "The Unfolding Life," by Lamoreaux.
 "School Discipline," by Bagley.
 "Jesus as a Teacher," by Hinsdale.
 Magazine CHRISTIAN EDUCATOR continually.

What do you think of it? Check it up with the five points given above, and



WOOD CUTTING AT THE SOUTHERN JUNIOR COLLEGE, OOLTEWAH, TENN.

see if you think the title of this article overstates the matter.

Of course we grant that to make the Reading Course as good as a college course to *you*, you should not read it on the basis of merely gathering a morsel here and there on the "predigested" order, nor with the hope that an occasional idea may cling to the mental palate or linger in memory's hall. To be sure, it will do this if the idea is delectable enough and spontaneous enough; but the thing you really want to settle down to is, that if it requires a pestle to beat out a few "notes" in the mental mortar, here is for the pestle; that if the intellectual juices must attack the food content of the reading and work it over into

a digest, why, then, here is for the attack! In this way you will quickly conclude that the Teachers' Reading Course to *you* is as good in kind as a college course, and that you can match the college graduate favorably on up-to-date ideas on how to teach.

Promotions and Examinations

EDUCATORS are constantly studying the question of a better basis for promoting pupils from one grade or class to the next. In our own practice we dropped several years ago the plan of holding pupils in a given grade till all the subjects of that grade were completed, and adopted instead promotion by subjects. We have no reason to regret the step.

An equally important feature of promotion is whether it shall be by examination, wholly or in part, or by some other method. At our St. Helena Council we kept in the middle of the road—the safest place to travel—by abandoning the old rule of allowing two thirds on examination and one third on class work, and adopted the new regulation: "In making up final standings, half credit shall be allowed for examination and half credit for class work." We have no reason to regret this step.

Some experiments are being made here and there in promotion without examination. These experiments may result in improving the method of promotion in some respects, but we do not look for any conclusive evidence that examinations should be abandoned altogether. We are convinced that there is room for improvement by many teachers on the use made of the examination idea (as a whip or nightmare or goal) in the conduct of schoolroom work, as also in the method of conducting the examination itself;—quiet self-possession, encouraging words at the beginning, fairness, little talk but plenty of assuring smiles, a general atmosphere of ease and similarity to the ordinary work of other days.

On the principle of examinations, both entrance and final, Mrs. E. G. White writes:

"Students who, on coming to school, ask to be allowed to take the higher studies, should first be examined in the elementary branches. I was talking with a teacher in one of our conference schools, and he told me that some had come to his school with diplomas showing they had taken some of the higher studies in other schools.

"'Did you examine every such student,' I inquired, 'to find out whether he had received proper instruction in those branches?' 'Why,' said the teacher, 'in all these cases we could not give the students full credit for the work done in the past, as represented by the diplomas. Their training even in the common branches had been very defective.' And thus it is in many instances.

"Teachers should be careful to give the students what they most need, instead of allowing them to take what studies they choose. They should test the accuracy and knowledge of the students; then they can tell whether they have reached the heights to which they think they have attained."—"*Counsels to Teachers*," pp. 215, 216.

Experiments in Promotion

In this connection it is interesting to note some of the experiments in promotion that are being made in a few of the smaller cities, as related by W. S. Deffenbaugh, chief of the Division of School Administration of the U. S. Bureau of Education, in his annual review of school conditions in the smaller cities. He says:

"Few schools now rely entirely upon examinations as a test for promotion. In some schools examinations are made to count one half, while in others they count only one fourth. It is now recognized that examinations are not true tests of the pupil's ability to do the next grade's work, and that a pupil should not be promoted on what he knows, but on what he can do. Of 756 superintendents in the smaller cities reporting, 669 say that they are now depending on examinations much less than formerly."

The bureau's report continues:

"How pupils shall be classified so that they may advance through the grades without loss of time, is a question that is continually presenting itself to thoughtful superintendents, according to Mr. Deffenbaugh, and some cities are undertaking special experiments in this field.

"In Carthage, N. Y., all those children who cannot read are started on their educational journey in much the same way. Gradually they are regrouped into three divisions: The first, composed of the most mature and most capable, completes a certain amount of work in one year; the next group is given one and

one-half years in which to accomplish the same amount, and the third, two years. Before the close of the first year each of the three groups is likely to be divided again into the higher and lower. Therefore each pupil who enters in the fall with no knowledge of the books, has before him the possibility of being in any one of six groups before the close of the first year.

"There is a special teacher in the lower grades, who devotes her entire time to misfits—those pupils who for some reason or other cannot do all of their work to the best advantage in any of the regular groups. This teacher coaches backward pupils, and helps the brilliant ones to jump to the next higher division.

"In East Chicago, Ind., a child is promoted at any time the teacher and supervisors feel he would be benefited. The plan is to pass pupils if they are doing their best, even if the grades are low.

"The superintendent of schools in Williamsburg, Va., reports: 'We use the shifting group plan of grading pupils and a form of reports to parents that keeps parents thoroughly informed as to the pupil's standing during the year. As each weakness of a pupil is discovered by the teacher, it becomes a matter of special consideration and study by teacher, principal, parents, and the pupil. Tentative shifts can be made at any time. The aim is to relieve the teacher of all red tape and to reduce routine to the minimum, but to insist upon a constant and sympathetic study of the child—every child—but particularly every child who is in danger of falling behind his class. No percentages or grades are accepted from a teacher as excuses for promotion or demotion. If a pupil is weak, efforts are made to ascertain the exact nature of his weakness early in the term, and to remedy it.'"

Slips in English

In a printed announcement by the head of a school this year, three slips were made which could be better said as suggested below:

1. "By Friday we *shall hope* to meet the classes."

2. By Friday we hope to meet the classes.

1. "We desire students to arrive on time, in order that they *will* not miss important instruction."

2. That they *may* not miss, etc.

1. "We hope that the number [of late students] *will* be very *few*."

2. We hope that the number *may* be very *small*.

Some Country School Achievements

(Selected from a paper by A. E. Winship, editor *Journal of Education*, read before the N. E. A. Department of Superintendence)

How to make the good contagious is one of America's greatest educational problems.

Of teacher conditions two features are indispensable, the retaining of the teacher for several terms, and the residence of the teacher in the district in the long vacation. Both of these are now accomplished in many rural districts by providing about five acres of good garden land for the teacher, either having the district own it or lease it; by having an inexpensive cottage for the teacher on or near this lot; by providing the teacher with a good poultry yard stocked with a beginning of a flock of thorough-breds, and in the case of a man, with a pig or two, and a good heifer. A woman teacher can get a good share of her year's living from five acres, while the pupils get a lot of education by taking care of her garden, and she can make her poultry yard quite profitable. I know women teachers who made all the way from eighty dollars to two hundred dollars, besides having all the poultry and eggs they needed for the table. A man can more than get regular salary for vacation in this way. All this is being done in many places, thus solving the problem of making the teacher stay many terms and staying in vacation also. With adequate promotion all this can be accomplished in thousands of rural schools.

Official perfunctionaries will have passed entirely when official life in county and State connects up with every county child individually. There are more districts ready to pay \$100 a month, furnish a teacherage and five acres, and stock the place with heifer, pig, and hens, than there are teachers ready and willing to defy tradition and do what the country needs as the country needs it. Within four months a county superintendent wrote me that several districts were ready to pay \$100 a month and provide every-

thing needed if he could find the teachers equal to the new requirements, adding: "I cannot find them. Tell me where to go for them."

Five years ago an earnest young woman went to a State normal school, but it was too traditional for her, and she would not stay. She went to a department of education in a State university, and things were too scientific to suit her, and she would not stay. She soon drifted into a one-room school in California, and found the trustees ready to give her freedom. They built her a schoolhouse without screwing the desks and chairs down, built a veranda, bought a cottage for \$200 which came by parcel post, and there was a school to make angels sing for joy! Two years from the time she went there with no normal-school or university training, she had entire charge of the rural summer-school department of one of the largest and most scholarly universities in America, and is now at the head of the rural-school extension work of a great State normal school. This was the woman who made many districts in that county ready to pay \$100 a month and meet all conditions if a teacher like Lura Sawyer Oak could be provided.

In selecting one school of the hundreds I do it because its four years of great success have been attained without any affiliation with any other school or institution, without any county, State, or national connection, without any outside aid or backing, philanthropic or otherwise, without any important extra district expense, without the issuing of any bonds, without any bonuses from anybody anywhere. It has done more without these aids than any other school of which I know has done with every conceivable aid. A worse school property is inconceivable, a worse state of affairs in rural jealousies is unimaginable, than was found there by the teacher when she

signed her contract in July, 1912. The worst school building I have seen in a decent community was transformed into the best plant I have ever seen made out of an old one. All this was done without any tax appropriation, but by the friends of the school as a labor of love, a demonstration of devotion.

In the garden by the teacher's cottage home the children have each year raised half a hundred varieties of vegetables and small plants, and in the cottage yard have cultivated half a hundred flowering plants, shrubs, and vines, learning almost everything about everything they raised. They leased seven acres of fine field land for five years, raising all sorts of grains and grasses, and orchard trees of many varieties. There is a community boys' band with actual achievement which means real earnings at various public functions in the county. There is a

"Shakespeare Club" of young people who do most creditable work. There are celebrations on public days at which persons come out from the city to enjoy real life in a real country community. The difference between having city young people come to a rural school on a Fourth of July evening, and having country boys and girls go to the city, is a difference as great as that of a rainbow and a thundercloud. An annual Farmers' Short Course attended by hundreds of enthusiastic people, is the first establishment of a Farmers' Short Course in connection with a one-room country school in the United States.

Will rural schools in 1917 be mineralogical and geological, fossilized and petrified, or shall they be free to inspire country folk to solve the problems of nature and of human nature all about them?

Educational Extension Work

Story of a Church Revival

BY DR. H. W. FOGHT

From a talk on Christian Education at our Madison (Tenn.) school.

WHEN the people begin moving to town, the hard times for the denominational church set in. By moving to town, we have undermined the churches. They are dying today. It is for us, and it matters not what denomination, to face the situation just as it is. But this transfer from country life is not alone to blame. It may be that the church itself has not offered the kind of Christian education, the kind of Christian life, that is necessary in the day and age in which you and I have to live.

Our churches have missed their mission on earth. They have been trying to pave the way to heavenly mansions, but were neglecting to build roads on earth here below. The Presbyterian Church is trying to change conditions, and to teach what people need to know at this time. This church has a rural school department in its organization.

I want to tell you the story of one church: One young preacher had an op-

portunity to take a great city church in Chicago. He was a remarkable man, modest, and humble in many ways. He was a wonderful man. He decided that instead of going into the great city church, he would take a little God-forsaken church forty miles south of Chicago. It was a little tumbled-down shack with leaking roof. Not far away stood a dance hall, the community building. The community was a wealthy one, but it had only an ordinary school with a forty-five-dollar-a-month teacher.

This new preacher was met by one of the elders of the church, who unburdened to him at once the situation in the church. He said: "My brother, I want you on this first Sunday to preach to these young people to show them just where they stand. They are on the highway to destruction. The young people have been attending dances and shows instead of going to church. Our former pastor preached, and preached, and prayed with

them, but did not succeed. I want you to go at it right." And the elder almost wept on his shoulder.

The new pastor was a practical man of God. He put the elder off a little bit, and told him to wait. It was a beautiful sermon, the first one. I do not just remember what it was about, but it appealed to them because he was a practical man. He waited until the proper time before he began to preach to these young folks. As a matter of fact, he turned them from the dance hall, not by preaching against it, but by offering something much better than the dance hall could offer. If you preach against a thing, you antagonize, and stubborn people are going to do it in spite of the preacher.

This young preacher was a great musician. I believe in music in Christian education. The best part of heaven is music and song; so music is a subject we are going to make use of over there. This preacher could sing and he understood music, so he organized a choral society, and drew the young people into it. This procedure shocked the elders of the church. They considered it a great breach of church ethics.

Then the new preacher began to preach from the pulpit wonderful sermons about the holiness of the earth and the wonderful things growing out of it. And in some way God manifested himself to these people through their growing green things, the flowers and fruit, and through the sermons, in a way he had never come to them before.

His wife organized a mothers' club. He himself would go right out in the field, take off his coat, and talk agriculture. He taught agriculture as well as the Bible. And soon he had a great work under way. He brought God into the life of the community in a way his predecessors had been unable to do.

That is what we need in every church. If you go to that place today, you will find a splendid stone and cement structure, a very practical building in every part. One Sunday morning as I came to this church, I saw at the top of the stone steps two girls, each with a white cap and triangular white apron. A farmer's wife came up the stairs and handed her baby to one of these girls, who took it to the mothers' room, where there were two nice little white beds. These girls cared for the little ones while the mothers sat and enjoyed the sermon.

I might go on and tell you many other practical things that were carried on in that community. It is doing the same kind of work that you are doing, and that is being done here at the Madison school, and in the smaller schools scattered through the hills and mountains.

I believe that Christian education of the right kind is natural, and at least should not be limited to denominations alone. I believe that this nation's future is tied up largely in this, and that we should give this right kind of Christian education in our public schools of the land as well as in our denominational schools.

The Teacher

SHE knows full well the verbs and nouns,
Can locate all the streams and towns,
And trace linguistic ups and downs —
And all for forty dollars.

In mathematics, science, art,
And agriculture's busy mart,
She always takes the leading part —
And all for forty dollars.

Her garb is always trim and neat,
Her shoes just fit her dainty feet,
Her wardrobe's always quite complete —
And all for forty dollars.

She goes each year to summer school
To learn the pedagogic rule,
And buys each latest book and tool —
And all for forty dollars.

She gives her substance to the poor,
Receives the pleaders at her door,
And buys their tickets by the score —
And all for forty dollars.

She teaches thirty girls and boys,
Smiles through their questions and their noise,
And never loses equipoise —
And all for forty dollars.

— *Ohio Educational Monthly.*

Teachers' Living Quarters and Salaries

BY W. W. RUBLE

MRS. JOSEPHINE CORLISS-PRESTON, superintendent of Public Instruction of the State of Washington, states a truth regarding the public schools that has a close parallel in our primary school work. She says: "The greatest problem in education today is the rural school. The greatest need is for teachers with initiative, leadership, experience, high ideas, character, broad sympathy, and education."

The greatest problem before our educators today is the elementary school, and the greatest need is for teachers with initiative, leadership, experience, high ideas and ideals, character, broad sympathy, education, faith, patience, courage, meekness, long-suffering, gentleness, goodness, determination, stick-to-it-iveness, perfect Christian characters and indomitable wills; and we are able to offer for such, a meager existence and many times surroundings that are almost unbearable.

We have in our denomination many excellent teachers who approach the standard set, who are today employed in the public schools and in other vocations in life, and the question is, What has turned the attention of such from the important work of training the younger members of the denomination and leading them to "the Lamb of God, who taketh away the sin of the world"?

At the present time the denomination is employing 756 primary teachers, who are dealing with 12,600 pupils, and we know by statistics gathered that not one half our children of school age are in Seventh-day Adventist schools at the present time.

It is impossible to secure well-trained teachers to supply the demand. What is the reason? Why do not more of our young people prepare for this work?

In the first place, we have not given sufficient attention to the place where we expect our teacher to spend nine months of her life each year, and some of the

experiences our teachers undergo are enough to turn the best away from even so great a calling as Christian teaching.

The elementary school teacher is busy every hour of the day and a part of the night, and yet in most cases no provision is made for her to have a heated room alone, where she can prepare her tasks for the day to follow, and maintain her connection with God. Usually she must do her studying in the schoolroom, or in the living-room with the family, or in a cold room. No wonder she has a nervous breakdown, loses her health, or seeks other employment.

"Boarding around" is almost a thing of the past with us as a people, and it should be entirely. Yet when a permanent boarding place is secured, not all is accomplished, for the teacher is many times compelled to undergo great inconveniences and sometimes sacrifices her health rather than risk giving offense by changing boarding places.

The superintendent should always be in touch with the conditions surrounding each teacher, and see that she is surrounded with the most favorable conditions possible for the forwarding of her work. The least the superintendent can do for the interest of the church, the children, and the teacher, is to insist that each teacher have a room to herself, properly heated and lighted, where she can work undisturbed; and a place to board where sufficient nourishing food is provided to keep the teacher in good health and good spirits.

There are three essentials necessary if a teacher is able to do her best work in the school: First, she must have good, wholesome food; second, she needs a comfortable room to herself; third, and not the least important, her room must be heated in cold and damp weather, for she spends two thirds of her time at her boarding place.

The superintendent of public instruction in the State of Washington says:

"My early experience in the work as county superintendent convinced me that the difference between the good boarding place and the bad boarding place meant the success or failure of the average teacher."

The Teacherage

The public schools have found the teacherage—a small, comfortable home, built near or in combination with the schoolhouse, furnished with neat, simple, yet comfortable furniture—a great aid in solving the problem of securing well-qualified teachers and retaining them for a longer period of time.

N. A. Young, county superintendent of St. Louis County, Minnesota, says:

"It is not difficult to secure the services of competent teachers for such schools as have been equipped with teachers' homes; and when good teachers have been hired for these

at home, feel at home, act at home, and are at home at the school. Why should not teachers of superior abilities be attracted to schools of this character? Why should they not remain longer in the same place, and do better work while they are there? Why should they not be more respected by the patrons of the school as well as by the children?

"The school homes of St. Louis County, in so far as the rooms are concerned, add from five hundred to eight hundred dollars to the cost of the school property. All the homes are equipped with a range, necessary cooking and laundry utensils, dishes, hard-coal heating stove, rugs, dining table and chairs, library table, bedroom furniture, bed clothing, table cloths, napkins, silverware, and such other furnishings as are necessary to a modest home of four rooms. The rooms and equipment are such as to accommodate two people very comfortably, and four if necessary.

"So far these homes have been built and furnished in connection with two-room school buildings only, with but two or three exceptions. No more difficulty has so far been ex-



ALBERTA INDUSTRIAL ACADEMY, LACOMBE, ALBERTA, CANADA

schools, there seems less difficulty in retaining them for a greater number of years than they would be willing to stay in schools where teachers' homes have not been provided. In addition to the fact that more competent teachers may be engaged and may be retained for a longer term of service than would be possible under the old plan, the teachers who are employed in these schools are able to do better work. They live at less cost; they are happier; they have a place in which to prepare their work undisturbed; they are freed from liability to entanglements in neighborhood differences; they are not compelled to make enemies during the school year because of a change of boarding place; they have a place in which to entertain patrons of the school who, as a rule, are inclined to call on the teachers more often than those who are obliged to go to the home of their neighbors in order to do so; they go home less frequently on Friday evenings; in fact, they live

perceived, however, in securing teachers for the one-room schools where teachers' homes have been provided, than in the others; and while there has been some reluctance in the past about providing the one-room schools with living quarters for the teachers, experience has taught that wavering on this point has been unwarranted. There are many teachers who are willing to take charge of these one-room schools. Usually there have been enough young women who have sisters or widowed mothers who were willing to go to the school to live with them, to enable school authorities to fill many more such schools than existed."

I was interested to note to what extent teachers' cottages were being built in the different States in the Union, so I wrote to the Department of Education of a large number of our States, and re-

ceived the information which follows:

Iowa has fifteen teachers' cottages, and the superintendent says: "We believe the plan will work out very satisfactorily." North Dakota has one hundred teachers' cottages, and the superintendent says: "A number of these cottages have been made from schoolhouses which were abandoned by the erection of the consolidated school." Minnesota has five teachers' cottages in connection with the consolidated schools, and St. Louis County has built a few individual teachers' homes. South Dakota has not taken up this work as yet.

Colorado has thirty-seven teacherages, and Mrs. Bradford, the superintendent, says: "Wherever tried, the idea of the teacher's home is gaining favor, as it is a practical means of making it possible for the teacher to become the community leader. The plan tends to permanence in the teaching profession, and to an improved quality of work, in that the teachers who are comfortable and suitably housed, have some privacy in which to study and grow."

Texas has about three hundred teacherages. W. F. Doughty, the superintendent, says: "According to information received at this department, these teachers' homes are very beneficial in many respects to the districts owning them." Several counties in Georgia are building homes for their teachers. South Carolina has fifty or sixty teachers' homes. North Carolina has established twenty-seven teacherages. The superintendent names two counties in which he says three teachers' cottages have been erected in each county.

Mr. J. A. Churchill, the superintendent of public instruction of the State of Oregon, says:

"As a rule, a teacher's cottage is not looked upon very favorably by the teachers themselves. The teacher, if she be a woman and particularly a young woman, prefers to live with some good family in a district, and not be required to live alone and cook her own meals. A teacher's cottage should not be built in a district unless the conditions are favorable to it. Where a married man can be secured for a teacher, or where a teacher's cot-

tage can be built in a small town where the principal of the school can live and provide homes also for the teachers, under some conditions this would be satisfactory."

In contrast to this last letter Mrs. Josephine Corliss-Preston, superintendent of public instruction in Washington, the birthplace of the teacherage, says:

"The State of Washington is proud of the fact that it has one hundred forty-four teachers' cottages. Let it be known that a district furnishes a school cottage for the use of the teacher, and that district may have its choice from among the best teachers the State affords. And it is also noticeable that the teacher who has the use of a cottage is not anxious to make a change each school year."

Just to what extent the teacher's cottage is of interest to us as a people, is rather a difficult question to determine. It would seem to me that our academies and our larger city schools could well take advantage of the plan. I am more and more convinced that the two-teacher school is the final solution of successful elementary school work with us as a people. When this is recognized, and we have our schoolrooms prepared, a small teacher's cottage where the teachers can live together and possibly accommodate a few students in the home, will be a great benefit to our educational system. One thing is certain,—these three essentials to the teacher's comfort must be maintained: She must have good, wholesome food, a comfortable room to herself, and her room must be heated in cold and damp weather.

Salary

Another thing that has kept our trained teachers from connecting with our school work is the small wage that we have been able to offer. While it is true that our people have sacrificed in order to maintain our schools, it is also true that when our larger churches unite upon the school question, higher wages can be paid our teachers. We have several instances in the Central Union where this has proved true. One school where a few years ago they could scarcely raise enough money to pay one teacher, is now hiring two teachers and paying each

one of them a better wage than they paid the one teacher. As a result, the attendance of the school has more than doubled, the patrons are better satisfied, and all is moving nicely toward a united church on the school question. Another school where they could scarcely pay one teacher, is now hiring two teachers, and paying them both good wages. They have a nice new school site, and have applied for plans for a new two-room school building.

Wherever our people appreciate the real value of a Christian education for their children, and the church school becomes an established fact with them,

school buildings will be erected, teacher-ages will be provided where necessary, and the teachers will be paid a living wage. I feel certain that no teacher should be asked to teach for less than \$25 a month and her board and room, or \$40 where she is required to pay her own board. With this as a minimum wage, the wage question seems to adjust itself without any great difficulties.

The teacherage tends strongly to give stability to the school idea, and permanency of tenure to the teaching position.

Therefore, let us give earnest study to the teacherage, as a part of the school-house itself or as a cottage near by.

School Sanitation and Hygiene

BY W. L. ADAMS

DURING the past decade, much attention has been given to the matter of school sanitation, and forty States have enacted laws providing for medical inspection of school children, in some it being advisory, in some urgent, and in some absolutely mandatory. It is receiving so much attention that I believe we should place ourselves on record before the question is put up to us in the form of a demand by the school authorities. If it were a matter of concern to single individuals only, we might view it with less concern; but since nearly all the diseases of today are traceable to direct cause, and that cause is either infection or contagion, it is all the more important that some constituted authority see that proper conditions exist about the homes and schools of the land.

In the cities and towns, much attention has been given to the construction, lighting, heating, and ventilation of the school buildings, and very great improvements have been observed, while in the more rural districts the people have been hugging the old, cherished delusion that these things are not needed in the country, because the country child is supposed to be the superior of the city child. While city schools have been adding

physical training and playground apparatus, and directing the play of the children in order to secure a well-balanced physical development, those in charge of the rural schools have been content with the theory that the country child gets all the exercise needed in the chores on the farm and in walking to and from school. While the man in the city gives careful attention to the symptoms developing in the child, the man in the country seems to think it is natural for a child to have toothache, headache, and discharges from the ears, and that adenoids and enlarged tonsils are fables.

Dr. Thomas D. Wood, of Columbia University, after an investigation conducted in several localities and covering a number of years, was forced to conclude that the country children of today are less healthy than city children. Dr. J. W. Duke, commissioner of health for the State of Oklahoma, in a recent newspaper article says:

"Carefully compiled statistics gathered from all parts of the country show that in every health item the country child is more defective than the city child, a most surprising reversal of popular opinion. More than twice as many children from the country suffer from malnutrition than do city children. The former are also more anemic, have more lung trouble,

and include more mental defectives than do the latter."

In the past few years people have become more enlightened concerning facilities and equipment, as well as in general health features of the school. Since the public and the officers of the States are looking into this matter of proper conditions in the public schools, it will be but natural if they turn their attention to parochial and church schools, and demand of us that we come up to the standard. We should not wait for this, but take the initiative, and place our schools on such a basis as will command the respect and approval of the State educational and health officers. Let us notice a few of the standards to which we should work in order to meet the requirements.

Location and Surroundings

The school should be in the most healthful place in the neighborhood. Noise and other objectionable features should be eliminated as far as possible. The grounds should be well drained and as dry as possible. In damp localities artificial drainage should be employed in case natural drainage is impossible. Especially in the rural schools should there be some spot of ground that can be put to flowers and shrubs. Shade trees are also a very good asset, and if there are none on the grounds naturally, some should be set for shade. If the grounds are muddy, a good layer of sand and fine gravel should be placed on the part on which the children play, so that it may be as nice as possible during all sorts of weather.

In many sections of the country there are those who have forgotten that they were ever children, and they argue that a playground and a playtime are nonessentials. I wish to take this occasion to register my vote in favor of the children, and I trust that our department may give very careful consideration to this subject, for I believe that the right kind of play, properly supervised, has much to do with the health of the school, and much also to do with the moral atmosphere, which is very closely related to the same.

The school grounds should be two or three acres in area. A small supply of apparatus should be placed for the physical development. A bar can be constructed easily, and this will be appreciated. If properly supervised, basket ball is a very good thing for both boys and girls. Let us keep in mind the saying, "All work and no play makes Jack a dull boy."

The Schoolhouse

The old type of school building, 24 x 36 feet, with windows on opposite sides, and with a liberal number of broken panes for ventilation, should now be obsolete, but I am sorry to say that it still exists, and in fact quite predominates in the rural districts. The school building, in order to be sanitary, should be built in such a manner and of such materials as will make for the maximum of safety and comfort.

Designs for school buildings usually may be had on application to the State secretary of education. It is not always the most expensive building that is most suitable for the purpose. No building should be erected until the plans have been submitted to those who are familiar with such work and its needs. When the building is intended to accommodate more than one teacher, separate rooms should be planned so as to accommodate each teacher with his pupils, or with at least separate classrooms. The regular rooms should be built on a scale of 30 x 20 x 12 feet for each thirty pupils.

Ventilation and Heating

The schoolroom should always be supplied with fresh air coming directly from out of doors by one of the following methods:

1. In mild weather through open windows.
2. Through board ventilators.
3. In the colder climates, and even in cold weather in the milder climates, a jacketed stove should be used. In order to ventilate properly with this arrangement, a fresh-air inlet should be constructed through the wall of the building against the hottest part of the stove. An exit for foul air should be made on the same side of the room as the intake, but near the floor. The intake should be two or three inches square, while the outlet should be twelve or sixteen inches square.

A basement heating device is the most ideal, but in case this cannot be had, the jacketed stove is the most satisfactory. The temperature should be closely guarded. The thermometer should stand near 68° F. To keep the room too warm is to invite almost certain colds and numerous other ills of children on exposure to the colder air of the outside. On the other hand, the children should not be subjected to too low a temperature, as that is equally bad, for the same reason.

Clothing

I cannot refrain at this point from making some remarks concerning the matter of proper clothing. We find that in some schools some children will come with plenty of warm clothing, and if the room is overheated, they suffer from heat in the schoolroom. On the other hand, we find those who come improperly clothed, both as to quality and quantity of clothing. They, in turn, would demand that

the room be heated to suit their personal requirements. The teacher should make it a matter of his personal business to make investigation as to the clothing worn, and to encourage such alterations as he thinks best.

In many instances we find that our young lady teachers are prone to neglect themselves, and their own clothing, even in the dead of winter, is very insufficient. In many instances they discard underwear intended for winter use, and as a result they are prone to keep the schoolroom overheated. Of course, when the teacher is remiss in the matter, it is very hard to get students to line up on a common-sense basis. It seems to me that this matter should receive attention, from the head of the department to the pupils in the schoolroom.

Lighting

The schoolroom should receive an abundance of light, sufficient for the darkest days, with all parts of the room adequately illuminated. The area of the glass in the windows should be from one fifth to one fourth the floor space. The best arrangement, according to present ideas, is for the light to come from the left side of the pupil only. In case of necessity, windows may be made high in the rear wall of the room. The base of such windows should be at least seven feet from the floor. Trees or shrubbery should not obstruct the light. The building should be so arranged that the sunlight will be admitted into each room at some time during the day. The main windows should face the east and west if possible, and not north and south.

The use of heavy shades for the windows is not the most ideal arrangement. A frosted glass at the top and a light shade for the lower sash makes a very nice and convenient arrangement. The ceiling and the walls should be so tinted that the rays of light will not be absorbed. For the ceiling, white or cream is very desirable, and for the walls a light gray or light green is good. Blackboards should be black but not glossy.

Cleanliness

If the saying that "cleanliness is next to godliness" is not Scripture, it should have been, and perhaps would be in the list of essentials, could we but know all that the Master said. The schoolroom should be as well cared for as the home. A few simple rules should be applied. Since dry sweeping and dusting only stirs up the dust but does not remove it, no such work should be permitted. Floors and furniture should be cleaned with damp sweepers and oily cloths. There are a number of excellent disinfectant sweeping compounds on the market, and an investment of this sort is an excellent thing. In some of the States it is a matter of compulsion to use some sort of floor oil in public buildings, to keep down the dust. Scrubbing, sunning, and

airing are the best treatment for the floors of the building, but any ordinary fumigation process is valueless so far as cleanliness is concerned.

As a preventive measure, each entrance should be provided with some appliance for cleaning the shoes of the children. Rubbers should be worn in muddy weather, but in some places people seem hardly to know the use of them. This would reduce to a minimum the amount of dirt brought into the schoolroom.

In these days of enlightenment it would seem that every one should be well informed as to personal cleanliness; yet sometimes we find children going to school with no such provision as a handkerchief. As a result, the children expectorate on the floor. Such abuses should not be tolerated, and although it is not a very agreeable thing for the teacher to do, he has a duty to perform. This can be done tactfully as the occasion may suggest.

Drinking Water

Good drinking water should be provided for the children at all times of the day. The ordinary pail should not be the container. If a fountain cannot be provided, then a valve-opening vessel should be installed. Children must be taught that a private drinking cup is a necessity. They must not be permitted to dip the drinking cup into the general container, since that is very little improvement over the open pail with the common dipper. It should be a matter of certainty that the water comes from a safe source.

Water for Washing

Facilities for washing the face and hands should be provided. If nothing better can be had, a common basin may be used, but each should provide himself with his own towel, or else a supply of paper towels should be provided. Dirty faces and hands should not be tolerated in the schoolroom. Children should be taught that it is not safe to borrow things from other pupils. Many diseases are transmitted by the pencil and other common articles borrowed among children. Such practices should be discouraged.

The Toilet

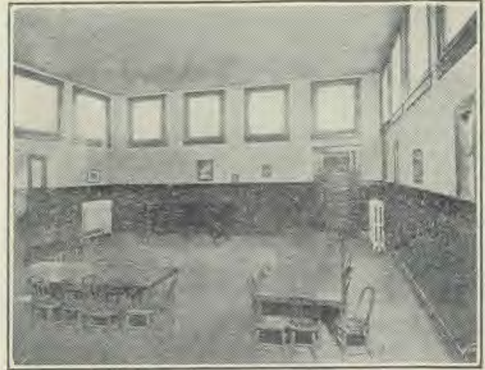
Great care should be taken to see that the school toilet is located in the right place, built so as to dispose of the sewerage, keep out flies and mosquitoes, and be so maintained as to give the best service with the least offense. When sewer connections are not to be had, separate toilets should be maintained for the boys and girls at least fifty feet in different directions from the schoolhouse. They should be built so as to be comfortable in stormy weather, and should be constructed on the plan of the "dry earth," the septic tank con-

(Concluded on page 94)

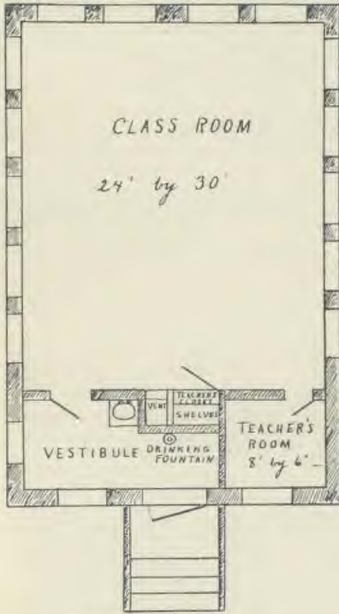
RURAL SCHOOLHOUSES



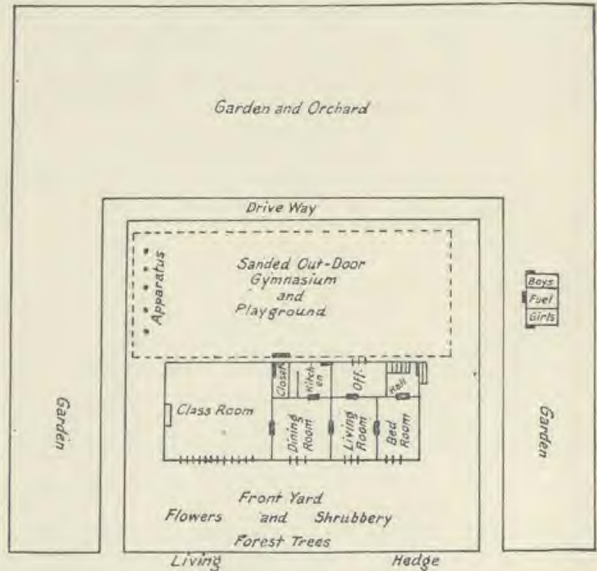
1. Exterior View



2. Interior View



3. Edison Schoolhouse



4. Typical School Grounds

Pictures 1 and 2 show a typical Unit Schoolhouse. No. 3 is the floor plan of an Edison Unit Schoolhouse. No. 4 shows a layout of typical Rural School Grounds in Denmark.

Some of the advantages of the Unit Plan:

"It is cheaper and more sanitary than any other plan, and may be made plain or ornate according to taste and purse.

It provides a social center without waste of room or extra expense. It meets the demands of expansion most satisfactorily.

High windows prevent pupils from seeing what is transpiring on the outside, which distracts attention. Low windows, on this account, are objectionable.

"School boards and taxpayers commend the Unit Schoolhouse plan from the standpoint of economy; teachers, from the standpoint of efficiency; patrons from the standpoints of sanitation, health, and safety.

"Where the unit plan has been tried this opinion is strongest.

"By many the unit or single-room building is thought superior to the many-room building.

"High windows allow for blackboard space, pictures, and wall decorations."—
R. W. Corwin, M. D., LL. D., Pueblo, Colo.

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.*

Normatorials

"SUFFER little children to come unto me, and forbid them not: for of such is the kingdom of God," was the answer of the Great Teacher to those who stood in the way of the little ones who came for his blessing. It was the response of Divine Personality to the needs of innocent little children of careworn parents seeking for help.

THE child of today also lives in a world of persons and personal interests. He loves, and gives out sympathy, and demands it in return. He cares little for rules or laws. Treating the little ones so that your life represents the personality of Jesus, draws forth love and devotion which in years to come will mature in loving service.

JESUS was interested in the boys and girls that were brought to him, because he knew that the potentialities of their budding lives were of eternal value.

How do you like the addition of the ninth and tenth grades to our Teaching Notes, this year? They represent the expansion of our local school work, for quite a number of our day schools, besides our ten-grade academies, are now teaching the ninth and tenth grades.

IN the serial "Nature Month by Month" in the Home Department you will find many things as helpful in the schoolroom as in the home. Look it through this month with this idea in mind.

Mistakes in Teaching*

1. It is a mistake to neglect these details of *school management*:

a. Lining the pupils at the close of all recesses and marching them in regular order to their schoolrooms.

b. Pupils should be taught to stand and walk with the head erect, shoulders well back, hands at the sides, and eyes to the front.

c. If pupils are brought out in classes, they should stand in line, not lean against the wall, or on desks, etc.

d. It is wrong to tell pupils to walk on their toes.

e. They should be taught how to go up and down stairs.

f. They should be made to stand up to answer questions, or to read.

g. They should be taught to hold the book in the left hand when standing to read.

h. All work should be kept far enough from the eye.

i. Habits of neatness, cleanliness, and punctuality should be insisted upon.

j. The pupils should have a uniform method of performing class operations.

2. It is a mistake to omit yard supervision.

3. It is a mistake for the teacher to hold himself aloof from his pupils while they are playing.

4. It is a mistake to stand too near the class.

5. It is a mistake to take hold of a pupil to put him in his place in line.

* Selected from James L. Hughes's "Mistakes in Teaching."

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

This month the following Thanksgiving booklet may be made. The first picture shows the outside cover, which should be about seven inches long and four inches wide. The five

pages of the story with their corresponding pictures should be smaller than the cover. The pictures are cut out of dark-colored paper, and neatly pasted on their corresponding pages. The back cover should be the same size as the front cover.

PAGE 2



PAGE 5



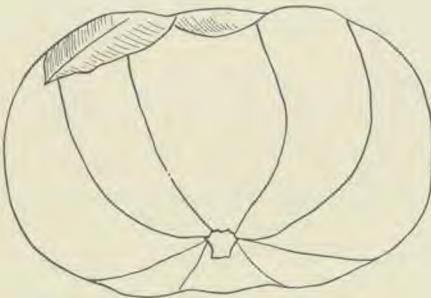
PAGE 1



PAGE 4



OUTSIDE COVER



PAGE 3



WE THANK THEE

A. A. P.

ANNA A. FIERCE



1. We thank thee, O Lord, For thy ten-der love, For blessings and bounties Sent down from a-bove;
2. For shelter and clothes, For strength day by day, And thy watchful care In our work and our play;
3. For blessings of home, And fond parents' love, We thank thee, our Father In heav-en a - bove.

SECOND GRADE — Mabel A. Swanson

Reading.—As an aid in developing good oral expression, try a set of flash cards with pictures representing different sounds and situations. These may be prepared from pictures cut out of magazines or otherwise secured. A picture of a robin may suggest "Cheer up! Cheer up! Chee! Chee! Chee!" fire truck and horses, "Fire! Fire! Fire!" girl in water, "Oh! Oh! Oh!" (different kinds); owl, "Whoo! Whoo!" dove, "Coo, coo, coo!"

Language.—The study of pictures is a source of interesting language work. Children should early become acquainted with good pictures, those representing pets, little children, and home life being especially appropriate for the primary grades. This month, pictures depicting the story of the long-ago Puritan home, the first Thanksgiving, etc., may be used. First the children should study

"Was it 'chick'?" etc., until word is guessed or given up.

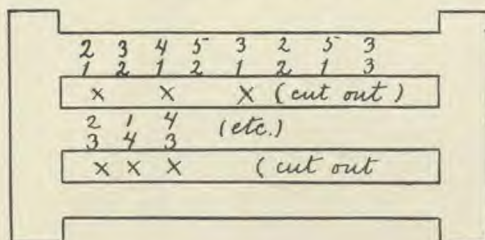
THIRD GRADE — Edith A. Cummings

Thanksgiving Day

"We thank the Lord for daily bread,
Thank him for home and friends;
We thank him, too, for health and strength,
For every gift he sends.

"We thank him for this world so fair,
And for the sunny hours;
For bright blue skies and balmy air,
The trees, and birds, and flowers.

"Oh, then, rejoice and praise the Lord,
For he loves us always;
And thank him now with grateful hearts,
On this Thanksgiving Day."



If we begin early in the month, we can get many little things ready for Thanksgiving Day. During the art and manual class periods, pretty cards and booklets may be made in appropriate designs, containing a cheery little message that will gladden many an old "grandma's" heart. Dainty little baskets that could hold a little fruit or a few nuts and sweets can also be made.

Encourage the spirit of giving and doing for others.

the picture for themselves to develop the powers of observation and imagination. Then a list of words suggested by the picture may be written on the board by the teacher as the pupils name them. After talking about the picture, the children may be given written questions, to which they will write answers in story form.

Numbers.—An individual device for written drill in the combinations, may be made from drawing paper as illustrated in the accompanying diagram. This can be pinned to a clean sheet, and the answer written directly below the combinations without the laborious copying from the board which often occurs.

Phonics.—1. Game:

Teacher or child: "I met a little girl with a basket."

Group: "What had she in it?"

Teacher: "Something that begins with 'ch,' (that has 'a' in it, etc.)."

Hands raised, pupil called on by teacher:

Arithmetic.—Much time should be spent in drill work,—on the different combinations in addition, and in learning the tables. Many of the devices used in spelling may be used in numbers, for we can "number down" as well as "spell down." First begin with the different numbers from the multiplication tables of 3's, 4's, and 5's,— 5×5 , 4×3 , 3×7 , etc., skipping around,—then as a new table is introduced in the book, use a few numbers at a time from it, and so on. By learning the tables in this way, a child will not need to go back to the beginning of the table of 6's to find out what 6×7 is, but he learns it as he learns a sight word or a spelling word.

This does not need to do away with the "saying" of the multiplication tables in their correct order. Often the children ask to say a table that they have learned at home. Sometimes a race in seeing who can say a table in the fewest minutes is a good drill.

But whatever else we do or whatever way

we do it, let us teach the tables in the third grade.

Language.—Pretty little booklets may be made this month, using Puritans or Indians as a cover design.

Fruit and vegetable outlines make appropriate covers for spelling booklets. The pumpkin, apple, and potato are all good patterns, and are easily colored in crayola or water color. These take the place of the turkey booklets so often made in other schools. Some of these pictures may be profitably used in oral and written language work: "The Return of the Mayflower," "Pilgrims Going to Church," both by Boughton; the "Landing of the Pilgrims," by Rothermel.

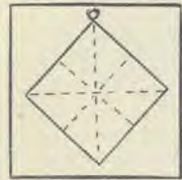
There are many beautiful lessons of piety, heroism, faithfulness, and simplicity to be learned from the lives of our Pilgrim Fathers and Mothers.

FOURTH GRADE—Irene Ayars

During this month tell the children stories about the Pilgrims and the first Thanksgiving; and for their composition work, have them reproduce on paper the stories you have told. They will enjoy illustrating the stories with pictures.

Language.—To help children in gaining unity in thought in their composition work, the outline is a great help. A good way to teach the outline is to take a story from the reading book, and with the help of the children in class, put on the board an outline of the story. The story of "The Tiger Mother," on page 94 of the reader, is a good story from which to develop an outline.

After the outline has been made from the story, take a subject the children are familiar with and help them develop outlines. Then have them write stories, using whichever outline they prefer. Having different outlines will encourage variety. The children will see what a help the outlines are, and will enjoy making them and using them.



Spelling.—A booklet in the shape of a pumpkin or decorated with a border of wild geese, would be an appropriate one for this month.

Arithmetic.—See that the arithmetic papers are neatly written in ink. Do not accept any untidy papers.

Unless the multiplication tables are learned, the children will be hindered in their arithmetic. Give drills of various kinds, so that the children will really enjoy learning the tables. Flash cards (cards) can be used as a game.

Another drill the children enjoy is as follows: Place two numbers on the board, as

$$\begin{array}{r} 7 \\ \times () \\ \hline 63 \end{array} \qquad \begin{array}{r} 8 \\ () \\ \hline 64 \end{array} \qquad \begin{array}{r} () \\ () \\ \hline 48 \end{array}$$

and let the children tell what the third number should be.

Manual Training.—To make a holder, take two pieces of gingham 8 inches square and two pieces of sheet wadding 7½ inches square, also a small piece of tape 3 inches long. Fold



over the four edges of both pieces of gingham ¼ inch. Place the wadding in between gingham and baste the four edges. Fold holder from corner to opposite corner and from side to opposite side, and crease; then sew the running stitch on the creases, beginning with the diagonal creases. Place tape in one of the corners, and sew with the over-and-over stitch. Children enjoy making these useful holders.

FIFTH GRADE—Olive Severs

Nature.—This is the month for the study of continents. A set of maps may be made for each, similar to those for North America, even if this runs over into the next month. Each set may be fastened at the top with brass fasteners or ribbon, and the cover design may be material for the drawing lesson. To make the work showy, tint the water blue. In the climate map, use red for the torrid, yellow for the temperate, and blue for the frigid zone.

Take the children on an imaginary trip to visit Westminster Abbey in London, our missionaries in China, our schools in Africa (consult "Outline of Mission Fields"), an orange grove in California, explaining what might be seen on the way and after arriving.

Let the children familiarize themselves with the maps.

Reading.—The selections taken from the Bible may be found and read from the Bible instead of from the Reader. This will impress the children that the Bible is not only a book for Sabbath, but is to be used every day as a guide of life. It is the greatest of all great books, and any good thought we gain from another author is but a reflection of the divine mind through a human agent.

Language.—In the back of our Reader, pages 349-353, is a list of rules and definitions. Do not leave this until the last of the year for a hurried cram, but begin early and keep up the work evenly during the year. Be sure to keep up notebook work.

Drill on letter writing. Give pupils the parts of a letter and what each contains,—heading, salutation, body, conclusion. Have real letters written to friends. Let them imagine themselves in South America and write home. Invitations may be written to parents to attend a Thanksgiving entertainment.

The selection, "The Boy Who Recommends Himself," page 104, is a good one for memorizing.

Arithmetic.—Writing numbers from written words or dictation is very fundamental. To change the monotony, read aloud the second chapter of Numbers. Draw the camp of Israel on the board, also the line of march. Read the figures representing the number in each of the first three tribes, and have the children set them down and add to find how many were in the first camp; and so on for each of the four camps. Then add altogether for the total number. The answers can easily be checked as they are given in the chapter. The children's eyes will sparkle with delight when they find the Bible has examples in arithmetic and also answers.

Bible.—If time permits, let the wood-work class (Grades IV and V) model a small temple, being sure the dimensions are exact. The furniture may also be made and placed. The girls may make the curtains and robes for the priests. This model may well serve for lessons with Grades I, II, III.

Spelling.—A Pilgrim boy or girl cut from black silhouette paper and mounted on orange construction paper, lends itself admirably to the cover for a spelling folder.

Once in a while give a test on 100 common words of our language, as lady, chair, journey, trust, carry, leaves, fill, lesson, writing, ate, eight. The pupils making 100 per cent receive a gold star on their papers.

SIXTH GRADE—Ruth Hale

Bible.—Outline the work in Bible for this month, using as main topics the following:

1. "Beginning of Jesus' public life." Lessons 36-40.
2. "Ministry in Judea." Lessons 41-47.
3. "Jesus' first work in Galilee." Lessons 48-51.

Have the pupils make a map locating the places learned in each lesson. At the close of this month they should be able to trace them in order.

Have children keep a list of the disciples in the notebook.

Lead the class to see the development of Jesus' power from the recognition of his authority in the temple to his raising the dead.

It is a good plan to have pupils write out answers to the questions on each lesson. Where there are a great many, select those containing the points you wish to emphasize.

Nature.—Use this outline in teaching the continents:

- | | |
|----------------|-------------------------|
| 1. Position | 7. Climate |
| 2. Extent | 8. Minerals |
| 3. Projections | 9. Vegetation |
| 4. Islands | 10. Animal Life |
| 5. Surface | 11. Inhabitants |
| 6. Drainage | 12. Political Divisions |
| | 13. Government |

Have the pupils make physical, political, and missionary maps of each continent. The Year Book will be of great help in making missionary maps.

Reading.—Encourage pupils at all times to seek help in pronouncing difficult words, and be ever ready to assist them.

Before assigning the lesson on John Williams, put a list of the most difficult words on the board, and study them. See that pupils can use them in sentences. While studying the lesson, have pupils pick out other unfamiliar words, and study in a class.

In connection with this lesson, discuss our missionary work at the present time, and show how rapidly the message is going to every nation, kindred, tongue, and people.

Use the poem "November" for your memory work this month.

The lessons of the two robbers may be made very interesting by use of the dialogue method, as previously suggested.

SEVENTH GRADE—Frances A. Fry

Bible.—*Memory Verse Drill:* Have the children give references based upon review work, the teacher repeating the verses. Or, the children may give the memory verses, the teacher telling where they are found. This is especially good, as it establishes between teacher and pupil that wholesome spirit of comradeship.

Continue the drill on the journeys of Paul. To vary the exercise, have one child point out silently on the outline map on the board, the various places visited by Paul, while another pupil or the class follow with the name of the place, the event, and the memory verse indicated by the pointer.

Geography.—*Outline Map Sketching.*—*North America.*—First of all, the teacher should step before the class and draw on the board a model outline map of the continent. The outline should be heavily drawn, and should not include more than the general contour of the coast line. Then the following points should be offered the pupils as suggestive hints to aid them in their sketching:

1. That Hudson Bay is due north of the Gulf of Mexico.
2. That the mouth of the St. Lawrence River is due east of Puget Sound.
3. That Alaska has four prominent peninsulas jutting out toward the northwest.

4. That Chesapeake Bay is approximately east of San Francisco Bay.

5. That Lower California extends north and south of the latitude of Florida.

6. That the general trend of the northern coast is in a northwesterly and southeasterly direction.

These outline points will be very much clearer when explained in simple terms with the map in the presence of the children. The object is not to fill their minds with word wisdom concerning the outline, but to call their attention to some of the most significant characteristics of the outline in such a way as to deepen the visual impression received by the class.

After the pupils have had a good look at the model, have them face the board and draw in one minute as good an outline of the continent as they can. During this part of the exercise they should not be permitted to look at the outline, as such a practice will tend to place their dependence upon the model rather than upon their mental image of it.

During the minute in which the pupils are busy drawing, pass from one to another, giving such hints as may be needed. When the time is up, send the class to their seats and go briskly from map to map, pointing out the best features of the work done and indicating the most serious errors. This exercise should precede each map geography lesson until every member of the class can sketch a fairly good outline within the minute.

Oral Expression.—The children should be able, in a free, easy, convincing way, to tell the simple story connected with any event in history or the Bible. Nature study also is rich in material for oral language work. Repeat topics again and again until the children have gained that familiarity with them that will enable them to speak with ease and enjoyment.

As a means of reviewing the topics upon which the children have had a reasonable amount of drill, have one child stand and pass to the front of the room. The teacher hands him a slip of paper upon which is written a familiar topic, and he is permitted to talk for one minute. Do not correct errors in speech at this time, but commend as far as possible. It is spontaneity of expression that is desired in this line of drill.

EIGHTH, NINTH, AND TENTH

GRADES—W. C. John

EIGHTH GRADE

Bible.—Notice that in view of the fact that Bulletin No. 6, "Outline Lessons in Prophetic History," is out of print, it was voted by the Department of Education "to recommend for this year that our teachers give the lessons on Bible Doctrines in Part II of Book 4 in the

Eighth Grade during the first part of the year, to be followed by the lessons on Daniel and the Revelation the latter part."

In accordance with this announcement, the notes on the lessons on Daniel and the Revelation will be discontinued until the last half of the year. The following notes are offered in connection with the textbook work in Bible Doctrines:

"The Plan of Salvation," pp. 243-308. The distinguishing feature of the Father, Son, and Holy Spirit, is personality. God is a real person, not a mystic thing of the imagination. Christ demonstrated on earth his wonderful personality, and thus revealed more fully his Father's divine person. The same is also true of the Spirit.

Make clear the fundamental principle of God's law. The spirit of love and service to God and to man will enable every pupil to keep the commandments in the right spirit. For helps in studying the chapters on "Angels" and on the "Creation," see "Ministry of Angels," by Evans, and "Patriarchs and Prophets," by Mrs. E. G. White. See the works of George McCready Price, which treat of the relation between science and the Bible.

Arithmetic.—Extracting the square root: Previous to the study of the extraction of square root, make clear to the pupils the meaning of the word "root." Compare the use of the terms "factor" and "root." Illustrate the topic by the preliminary use of drawings of squares whose respective areas are 25, 64, and 100 sq. ft. The roots of these quantities are immediately clear. Then show the need of a regular way of finding the side of the square (or root of the quantity) which is not directly discernible. See Educational Bulletin, No. 22, p. 26. What local problems similar to No. 5, p. 459 of the textbook (complete edition), can you suggest for solution?

U. S. History.—Chapters 9 to 21. Make it clear that the unjust taxation of the American Colonies was not approved of by a great many strong men of the British Parliament. It was rather the selfish and foolish policy of a king who was not noted for character or mentality. The domination of England by the German prince caused the loss of one of the most important parts of the empire. Interest will be maintained by having six large sketch maps drawn on the board, illustrating the annual campaigns. Each pupil should be able to trace the more important or critical marches of the annual campaigns.

An interesting review of the work of the Continental Congress may be made by having the pupils prepare a series of dialogues to represent the acts of that Congress. Such dialogues are found in McBrien's "America First," published by the American Book Company. This work contains readings about Washington, Lincoln, and other national lead-

ers, and should be in the school library. The following passages are selected from one of the dialogues:

"(Mr. Jefferson seated at his desk and putting on the finishing touches to his original draft of the Declaration of Independence. Enter Mr. Adams.)

"Mr. Adams: 'Good evening, Mr. Jefferson.'

"Mr. Jefferson: 'Good evening, Mr. Adams.'

"Mr. Adams: 'Well, have you the Declaration finished?'

"Mr. Jefferson: 'Mr. Adams, I have done the best I could, but I am not very well satisfied with what I have written. I wish you would look it over, and make such corrections and criticisms as your judgment deems proper.'

"Mr. Adams (studying the Declaration): 'Mr. Jefferson, I am delighted with your production. Your statements relative to the inalienable rights of men are unanswerable, and to secure these rights, governments must be instituted among men, deriving their just powers from the consent of the governed. This paragraph concerning Negro slavery meets with my approval, but I fear it will not meet with the approval of some of the Southern delegates. I congratulate you, Mr. Jefferson, on what you have done. This document will make you immortal.'

"Mr. Jefferson: 'Thank you, Mr. Adams. I fear you are too extravagant in your praise of my work.'

"(Enter Mr. Franklin and Mr. Sherman.)

"Mr. Franklin: 'Well, gentlemen, have you completed the draft for the Declaration?'

"Mr. Adams: 'Mr. Jefferson has finished it. It is all his work. I have reviewed the paper very hurriedly, but in my opinion it is one of the greatest documents ever written by man. Look it over, gentlemen, and let us hear your opinion of it.'

NINTH GRADE

New Testament History.—Lessons 16-24. Jesus should be to boys and girls more than the idealized pictures we see of him. Study Jesus as a boy helping his father in the carpenter shop, and later as a teacher, preacher, and physician. Jesus was popular as a teacher because he knew how to help those who needed help, and he did it with quietness and without conceit. Compare Jesus' way of teaching with that of the rabbis and Pharisees.

At some convenient period ask the pupils to make a list of the personal characteristics of Jesus as they seem to them.

Composition.—Hanson's "English Composition," chapters 6, 7; also Rine's "Essentials of English," pp. 141-162.

Test the class with a group of 50 words each out of the sixth-, seventh-, and eighth-grade spellers. Divide the class into two sections and spell down. The class may be sur-

prised at the number of failures. The result of this exercise will be an incentive to improve spelling ability.

Letter writing is almost a lost art outside of business circles. Have the pupils go to the library and bring in models of letters from men like Lincoln, Franklin, and Stevenson. The letter in its longer form becomes the epistle. Have the pupils read Paul's personal letters to Timothy, Titus, and Philemon, and some of his shorter epistles to the churches. The letters of the Bible are expository or argumentative, while our private letters are generally narrative.

Business letters should not be neglected; some correlation may be made in this work with the course in bookkeeping. Submit some of the best business letters to the criticism of the teacher in bookkeeping.

Algebra.—Pages 95-112. The application of the simple equation to problems requires considerable effort on the part of most pupils. Develop on the blackboard the algebraic statements of simple practical problems, preferably taken from another textbook. Let this be done on the blackboard, with the cooperation of the pupils.

After the methods of stating the problems in the terms of x become clearer, assign the whole class one or more easy problems to be worked at the seats. Make a time limit. Encourage attention, accuracy, and neatness in every step of the work.

The special formulæ may be studied concretely, both from the arithmetical and the algebraic standpoint. Thus they will not be so easily forgotten. The formulæ should be thoroughly memorized and their applications understood.

Drill the class in rapid and accurate work in the fundamental operations. This will prepare the class for quick work in factoring.

TENTH GRADE

General History.—Pages 185-273. Have the class make a list of the contributions of the Babylonians, Persians, and Greeks to our present civilization. What are some of the good things we have inherited in thought, government, art, social life, religion, etc.? What evil things have come down to us from these nations?

The United States is greatly indebted to Greece for the democratic form of government as exemplified in our State governments. Rome has given us ideals in the organization of the national government.

Note the differences between the Greek and Roman ways as they appear in the government, religion, philosophy, art, and education.

The Roman ideal of government was a step in advance of the Oriental type as exemplified in Persia, and in Greece during Alexander's reign.

Fiske says: "The second method by which nations have been made may be called the Roman method; and we may briefly describe it as *conquest with incorporation, but without representation*. The secret of Rome's wonderful strength lay in the fact that she incorporated the vanquished peoples into her own body politic. . . . Never before had so many people been brought under one government without making slaves of most of them. Liberty had existed before, whether in barbaric tribes or in Greek cities. Union had existed before, in Assyrian or Persian despotisms. Now liberty and union were for the first time joined together, with consequences enduring and stupendous."

"The essential vice of the Roman system was that it had been unable to avoid weakening the spirit of personal independence and crushing out local self-government among the peoples to whom it had been applied. It owed its wonderful success to joining liberty with union, but as it went on it found itself compelled gradually to sacrifice liberty to union, strengthening the hands of the central government and enlarging its functions more and more, until by and by the political life of the several parts had so far died away, that, under the pressure of attack from without, the union fell to pieces and the whole political system had to be slowly and painfully reconstructed."

"The old Roman world knew nothing of representative assemblies. Its senates were assemblies of notables, constituting in the main an aristocracy of men who had held high office; its popular assemblies were primary assemblies,—town meetings. There was no notion of such a thing as political power delegated by the people to representatives who were to wield it away from home and out of sight of their constituents. The Roman's only notion of delegated power was that of authority delegated by the government to its generals and prefects, who discharged at a distance its military and civil functions."

Rhetoric.—While the importance of the geometric method of paragraph study may be overemphasized and become wearisome, yet we are bound to consider the paragraph as a logical whole. "The function of the paragraph as a part of the composition is to express an integral part of the plan with logical completeness." Furthermore, it expresses a single thought-progression, and finds its smallest representation at times in the single sentence.

Dean W. A. Wilbur says: "Go to literature for examples of paragraphs, and fix your ideas of paragraph function and form by a study of these examples. You may have the best writers for your teachers. You will note that they observe a principle of unity—one thought-progression. You will note that they observe a principle of coherence—a progression. There is a thought-sequence, inductive

or deductive, or both, and in the progress of the thought things that belong together stand together. Every part of the paragraph is in its own place; so each part is like a link in a chain and all the parts cohere. You will note, also, that these writers observe a principle of emphasis—the thought-progression begins and ends, and the ending and the beginning are the points for which the progression exists. The beginnings and endings of paragraphs in good composition give a very satisfactory idea of the thought-sequence and the trend of development. This is due to the principle of emphasis, which puts important things in important places, and gives to every part a place commensurate with its importance.

"Paragraphs in literature, like regiments in action, will show you much more than a textbook can. A hundred things you will see there that you have not read about before. But this that the textbook tells you, you must not fail to learn: the structure of the paragraph is based on three principles,—unity, coherence, emphasis."—*English Rhetoric*, W. A. Wilbur, A. M., Litt. D.

A Thanksgiving Program

LUCIE BOOTHBY

THIS program is meant for school children of the average school age. It is to be given on the Wednesday afternoon preceding Thanksgiving.

Decorations

Large pumpkins and cornstalks with ears of corn on them may be used very effectively. Apples also make a pretty decoration. With these, yellow and orange crêpe paper may be used to give the decorations a more artistic touch. Use anything from nature that will suggest the first Thanksgiving Day.

Invite the parents to come at an early hour after dinner. For an hour or so, show them the art exhibits, sewing, manual training products, and any other work that has been done by the children. They will all take a keen delight in this, for what mother does not feel a thrill of joy as she surveys the work done by her son or daughter? and that joy is intensified as she notices her friends also admiring the work. This serves the purpose of breaking the monotony at the beginning of the program, and also gives

(Concluded on page 94)

HOME EDUCATION

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

Nature Month by Month

W. C. JOHN

In November

THE ruddy sunset lies
Banked along the west;
In flocks, with sweep and rise,
The birds are going to rest.

The air clings and cools,
And the reeds look cold,
Standing above the pools,
Like rods of beaten gold.

The flaunting goldenrod
Has lost her worldly mood;
She's given herself to God,
And taken a nun's hood.

The winter's loose somewhere,
Gathering snow for a fight;
From the feel of the air
I think it will freeze tonight.
—Gilbert Parker.

The Heavens

After becoming acquainted with the Dippers and the North Star, let us look for a beautiful constellation called Cassiopeia. It will be found higher in the sky than the North Star and somewhat to the right of it about eight o'clock.

Falling Stars.—Perhaps on a dark night we have seen stars shooting through the sky, leaving a trail of fire behind them. These are not real stars, but meteors. They are composed largely of iron. They are more numerous during November than in any other month.

Jesus prophesied two thousand years ago that a short time before his second coming there would be wonderful signs in the sun, moon, and stars. On the nineteenth of May, 1780, the sun and moon were darkened, and on Nov. 13, 1833, just 84 years ago, the heavens were filled with shooting stars, just as Jesus had prophesied. It was indeed a wonderful sight to see the fulfilment of Christ's prophecy.

Notice that the sun sets far toward the south these days. The farther south the sun moves, the shorter are the days and the longer the nights. The sun's rays are not so hot as they were a few weeks ago.

SUGGESTIVE QUESTIONS

(To be answered by the child after making observations)

1. How many big stars do you see in Cassiopeia?
2. Do you sleep longer in the morning than you did in the summer? Is the sun the cause of this?
3. Do the cows come home earlier now? Do the chickens go to roost at the same time they did two months ago?
4. How many hours are there from sunrise to sunset on November 15? Compare the length of this November day with December 21.
5. How many shooting stars have you seen this month?

The Atmosphere.—In our study of the heavens we have spoken of objects which are millions and millions of miles away from us. These objects—the sun, moon, and stars—can be seen, and the heat of the sun can be felt, but they are too far off for us to enjoy them in other ways.

But the atmosphere, or air, which surrounds us and the whole earth, cannot be seen, although we can feel it when it comes as a draft of wind or a strong breeze. The air is from fifty to one hundred miles deep. If we go up on a high mountain, we have trouble in breathing, because the higher we go the thinner the air becomes. If we should go high enough, say seven or eight miles, we should die for lack of air. Just as fish cannot live out of the water, we cannot live more than three or four minutes without air.

When the air moves slowly, we feel a breeze; when it moves rapidly, we say the wind is blowing.

The Animal Kingdom

Note the lack of birds this month. Most of our feathered friends are far on their journey to the south. Insects also are getting ready for winter. Turn up rocks and old boards and observe their preparations for the cold.

November is the month when the chipmunks, or ground squirrels, go into their underground nests to stay. If we should dig down into their holes, we might find three or four wide-awake little animals. Their nests are lined with soft hay, and when they get through eating the acorns and chestnuts stored away, they put the broken shells in a passageway, so that the living- and sleeping-rooms will not become littered and uncomfortable.

As many of the animals of the trees and forest go away for the winter, we may study profitably our pets.

The Vegetable Kingdom

November is usually a sad month in the vegetable world. The cornstalks are dead and broken, the stubble of the fields

has lost its yellow color and is turning a dirty gray. Nevertheless it is well to study the trunks of the trees, and see how wonderfully the branches are arranged, since most of the leaves have fallen. Let us look for the big oaks and the maples; notice the tall poplar. Compare them for size and strength.

Alice Cary has said of November:

"The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling;
But let me tell you, my child,

"Though day by day as it closes,
Both darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow.

"And when the winter is over,
The boughs will get new leaves,
The quail come back to the clover,
And the swallow back to the eaves."

QUESTIONS AND PRACTICAL SUGGESTIONS

1. Make a list of the wild animals and birds that you have seen this month.
2. What animals have you for pets?
3. What are the most important trees on your place? How can you tell one from another?
4. Find the largest and best ear of corn and count the number of kernels.

The Home School

The Mother

"The mother, in her office, holds the key
Of the soul; and she it is who stamps the coin
Of character, and makes the being who would
be a savage

But for her gentle cares, a Christian man."
— *School News and Practical Educator.*

THE education of a child of eight or ten years by his parents is a serious yet interesting responsibility. The growing activities of body and mind, or muscle and sense, require more direction and consequently more attention than in the two or three years preceding. The child's will-power is stronger, his feelings are more pronounced; the boy or girl of eight years has left the world of babyhood, and yearns to exercise with greater freedom the developing powers within.

Home education is more than book learning. It is also the training of the child in habits of order, neatness, punctuality, and obedience.

While formal class work is not usually practicable in home education, yet there are many opportunities for carrying on the home school with some semblance of system.

HABITS

The following list shows some of the educational possibilities of the home with respect to the formation of right habits:

1. Promptness in dressing and washing in the morning. Care of hair, teeth, nails, and shoes.
2. Ready for morning and evening worship.

3. Being on time at meals.
4. Learning good table manners; holding table utensils properly; passing food; eating quietly; not leaving the table without being excused, etc.
5. Willingness to help in the household duties and the chores.
6. Regularity in doing the chores.
7. Promptness in obeying the requests of parents.

CHILDREN'S LESSONS

To a certain extent the formal side of education is approached during morning and evening worship. These periods of meditation and worship are not surpassed in real educational value by any school class. Let the worship be held at an hour that will not necessitate undue haste.

In a previous article it was shown that the rudiments of the more important school subjects might be carried on informally during these early years. As the child grows, his native interests will lead him rapidly onward into the different school subjects without his being aware of it.

ENGLISH LANGUAGE

"There is no one thing that will educate so much and educate so variously and educate so soundly as hearing daily read the English of the English Bible." Doubtless things may be read beyond the full comprehension of the child, yet the Scriptures are so full of allusions to nature and ordinary experience that the growing mind gains new concepts and new language forms day by day.

During the worship hours, let Willie and Mary take their turn in reading the Scripture verses. Singing hymns and appropriate children's songs is very helpful in improving speech.

SUGGESTIONS

1. At a convenient hour, have the child repeat a story he has read or heard the day before.
2. Read a short Bible or nature story every day if possible. Choose stories with interesting illustrations.
3. Be patient in explaining difficult words and passages.

4. Have your little pupils memorize one or more choice bits of poetry or prose during the week.
5. Encourage mastery by much repetition.

NUMBERS

Nearly every child enjoys number work if it is concrete.

Suggestive Problems

1. Willie, please get me the morning paper; here is a dime. How much change must you bring home?
2. On your way stop and get me a package of starch and a bar of soap. Here is a quarter. Let us see how much change you will get.
3. Mary, will you count the petals on that flower over in the window?
4. Will you gather and count the eggs this evening?
5. How many will there be left after I have used 3 in the cake and 2 in the pudding?
6. How many cows are there in the pasture?

GEOGRAPHY

Make a simple diagram of a room on a sheet of ordinary white paper. Have the child mark with an X the location of the table, chairs, and other pieces of furniture.

When out for a walk or a drive, teach the directions, calling attention to the sun and the North Star as a basis of calculation. Teach the names of the streets nearest you. Simple geographical knowledge, notions of countries and distant places, will be gained by reading the Bible and nature stories. Let the child see maps and globes when possible. Show pictures of mountains, lakes, rivers, and other interesting scenes.

HISTORY

The story of the Bible is the best beginning in history that we can suggest. Stories of the lives of Luther, Franklin, Washington, and Lincoln are also excellent.

SCIENCE

The Nature Month by Month series will lead to the study of science.

PHYSIOLOGY AND HYGIENE

Children will enjoy learning some of the simpler facts of the structure and work of their bodies. Sometimes a man-

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ikin or a chart of pictures showing the organs of the body will be appreciated. Emphasize habits of cleanliness with respect to bathing, cleaning of teeth, care of the nose and face. Explain why dirty nails are dangerous as well as ugly. Teach the pupil to stand straight and not to fall into slovenly habits of posture.

The child will be glad to know that he is made in the "image of God," and that he must make his body a fit temple for the Holy Spirit.

For additional help in teaching at home, see the First Grade Teaching Notes in Educational Bulletin, No. 22.

School Sanitation and Hygiene

(Concluded from page 81)

tainer, or with a water-tight box or vault. All containers should be well screened from flies and mosquitoes. The county health officer will be glad to give any information concerning this matter.

These are but a few of the more necessary things which should receive attention. The health of the school depends more upon some of these simple things than we suppose. After all, it is the little things in life that count. Carefulness in some of these details may count for much more than some great thing which we might strive to do as a remedy.

Remember the oft-repeated maxim, "An ounce of prevention is worth a pound of cure."

A Thanksgiving Program

(Concluded from page 90)

the parents a keener interest in the work of the school.

After the parents have enjoyed a social time together, the following program may be given:

Thanksgiving Song School
"The Squirrel's Thanksgiving" ... Recitation
"We Thank Thee" Dialogue
(To be given with music by four children)
"Thanksgiving Joys" Recitation
Thanksgiving Song Duet
(To be given by two little girls)
"Just Being Happy" Recitation
"The Pumpkin" Recitation
"Thanksgiving Nuts" Recitation

(This recitation is to be given by a little girl who goes through the audience with a basket of English walnuts, giving a nut to each person present. As each one opens the nut, he finds a slip of paper on which is written a question pertaining to Thanksgiving, such as, "When was the first Thanksgiving Day?" "What people celebrated the first Thanksgiving Day?" "Why was the first Thanksgiving Day celebrated?" When each has received a nut, time is given for answering the questions.)

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