

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. IX

December, 1917

No. 4

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REVIEW AND HERALD PUBLISHING ASSOCIATION

Washington, D. C.

# The Demand of the Hour

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Is for broadly, liberally trained young men and women, who are ready at the call to meet any crisis and make the best of it.

## Emmanuel Missionary College

Educates for life and service. It offers strengthened departments in Bible, Ancient and Modern Languages, Foreign Missions, History, English, Science, Mathematics, Philosophy, Evangelical Training, Normal Training, Music, Art, Vocational Courses, and Commerce and Stenography. Its doors are open doors of opportunity, and they are ever open to ambitious Christian youth. Write to the President.

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Emmanuel Missionary College      Berrien Springs, Michigan

# FIELD ECHOES

ECHOES keep rolling in from the field. An echo from afar has reached us this month —

*From an old friend of the Educator:*

I examined the September EDUCATOR carefully, and was not disappointed. I like the new cover much better than any previous one, and found the contents equally satisfying. I am glad our principals and teachers of nine- and ten-grade schools are also to have help in the Teaching Notes. I expect to send tomorrow morning our annual order — this time for twenty-one copies. We plan to make use of the EDUCATOR in our Teachers' Conference periods as the basis for talks and discussions from time to time.

MRS. H. E. OSBORNE,  
*Normal Director Pacific Union College.*

*From a teacher in love with her high calling:*

As a Christian teacher, I feel greatly indebted to the CHRISTIAN EDUCATOR for inspiration and much practical help. When we consider that the CHRISTIAN EDUCATOR is the only journal in the world whose columns are dedicated to the cause of Christian education, we can sense something of its great importance to us who have given our lives to this great work. It is such a privilege to be learning and growing in this sacred work for the children. To this end the CHRISTIAN EDUCATOR is constantly a blessing to me.

FRANCES FRY,  
*Asst. Normal Director Emmanuel Missionary College.*

*From an appreciative conference president:*

I have looked the journal through and must say that it appeals to my sense of what an educational journal ought to be. I claim no distinction in that special field, but there is something about the journal that gives one a satisfied feeling. I judge it will be especially helpful to those who stand in the classroom. I shall be glad to do all I can as opportunity affords, to speak a good word in behalf of the journal.

J. L. McELHANY.

*From a live union secretary:*

I appreciate very much the new CHRISTIAN EDUCATOR. It is getting better and better every month. I shall do all I can to get it before our teachers.

LYNN H. WOOD,  
*Educational Secretary Southern Union Conference.*

**Subscriptions invariably follow such echoes as these.**



TOP ROW, left to right: President C. W. Irwin, Pacific Union College; President O. J. Graf, Emmanuel Missionary College; President B. F. Machlan, Washington Missionary College.

MIDDLE ROW: Principal N. S. Ashton, Mount Vernon Academy; President H. A. Morrison, Union College; Principal M. E. Olsen, South Lancaster Academy.

LOWER ROW: President H. O. Olson, Broadview Swedish Seminary; President F. R. Isaac, Clinton Seminary.

# CHRISTIAN EDUCATOR

VOL. IX

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## COLLEGE TRAINING

COLLEGE training lies at the summit of our educational endeavor. It connotes the best we have to offer our youth in the culture of mind and heart and hand in a formal way. It constitutes the gateway to responsible participation in the world's work viewed from the standpoint of the most economical and effective preparation to serve.

In order really to become what it purports to be, college training must anticipate the realities of life itself in the problems it proposes to solve. Some one has said forcefully: "College training gives the vision of a life work instead of a job." Where there is no such vision in its work, the college fails of its real purpose --- it is an impostor. There can be no preparation for a life work apart from participation in the actual experiences and responsibilities that make up real life.

College training is not the mere rehearsal of what others have found out and set down for our contemplation. It includes also grappling with the problems of life in the world about us in the light of revelation and of experience.

To grapple with these problems, they must be brought into the classroom, they must be worked out in the college environs, their solution must be carried to the people in their homes and places of assembly. Young men and women must not be limited in their college days to the theories of the textbook and the experimentations of the science room. They must be initiated into life work itself as an antepast of what is to be their chief pursuit on leaving college.

Otherwise, the vision of a life work that college training should give, turns out to be a mirage, and the after-service descends into a mere job!

## The Academy

More really than any other type of school the academy stands at the crossroads of life.

The academy student has decided before he enters that the three R's and the three H's of the grades are not sufficient for him. He may enter the workaday world after passing his Eighth Grade finals, but he *chooses* to stock up better before risking the danger of failing to meet the rising standard of efficiency in the service that lies open to him. He is earnest enough in his choice of more training to leave home and friends to obtain it. Barring conversion alone, this is the first far-reaching decision of his life.

With material of such promise, the academy teacher finds it his exalted privilege to develop the aspirations of the child, among the pitfalls of adolescence, into the sober purposes of incipient manhood. In the accomplishment of this task he enjoys the intimate and constant association with the student that is so admirably afforded in the round of boarding school life. This one he finally directs into the furrow of the world's need commensurate with his growing powers. That one, of different promise, he leads to the crossroads finger board that reads, "More Beyond,"—in talent trading. The college belfry juts above the expanding horizon. This is the second decisive moment.

With such a body of students, and with such a corps of teachers, the academy principal pursues a calling that is worthy the best-tempered steel that was ever forged from any human metal. Initiative, leadership, executive ability, devotion to a cause, exemplification and molding of ideals—these all loom large in the academic sky line. The leaders of the future generation will often look back with lasting gratitude to him and his collaborators for setting them in the right way at the crossroads.

## College Timber Needed

*In the Ministry.* Mind culture ought to be blended with heart culture. Keen minds and false philosophy are to be encountered. Along with daily growth under discipline to Christ, ministers need to know the reliable sources of knowledge—in history, for the interpretation of prophecy and current events; in science, for the enrichment of their preaching and the combating of error; in the original languages of the Bible, in order to get the heaven-born message at first hand. As the mouthpiece of God, the minister needs to clothe his speech with grammatical purity and with the eloquence of simplicity and clearness, lest he mar his message and weaken its power. As a defender of the faith, he needs to reason cogently and broadly on "righteousness, temperance, and judgment to come." The benefits of a Christian college course may become strong working assets to the preacher.

*In the Bible Work.* The Bible worker needs the same kinds of culture and knowledge as the minister, for he or she has the same message to give, and to the same varied classes of people, though with this difference, that his work shades off into teaching rather than preaching. Carrying the stirring truths for this time into the homes of the people and studying and praying with them there, calls for every advantage that a college training can give.

*In Teaching.* No class of worker spends more time with or has more intimate touch with or makes more lasting impression upon those for whom he labors, than the teacher. Hence the imperative need of all the resources of knowledge and training tactics that college study in a strong spiritual setting can yield, regardless of whether he teaches the adult or the child.

*In Business.* Business efficiency in these times makes as severe a demand on mental and moral caliber, and in our work, on spiritual power, as does any other calling. The commercial department cannot be made the catch-all for noncompetents, but the growing demand in our denomination for *responsible* business men deserves the serious attention of any college aspirant.

# EDITORIALS

## College Notes

ABOUT 150,000 students are today paying their own way through college in the United States. Yale welcomes students of scanty means as the most desirable element in the university. They are earnest, unspoiled, get what they come for, and carry off their share of honors.

Twelve well-known college presidents have said that the chief value of a college education is in learning to think.

Money paid for education is the most economical of all expenditures.—*Garfield.*

The uncultivated cannot be competent judges of cultivation.—*J. S. Mill.*

It is a quick race between the corporations to see which will get to the college first to employ its graduates, and the concern that is a slow plodder does not get any men at all.—*John J. Carty, Chief Engineer American Telephone and Telegraph Company.*

In the Western Electric Company, thirteen out of seventeen officers and seventy-five per cent of the responsible employees are college men.

In a Harvest Ingathering campaign of two days in October of this year, students and teachers of Pacific Union College, forty-five in number, secured over \$450 from the surrounding country and towns, some going as far as San Francisco. Others are working by correspondence.

The enrolment at Walla Walla College was 271 on October 12, fifty-five more than the corresponding date last year. The size of classes has exceeded all previous records, eight of them ranging from twenty-one to sixty-four, making it necessary to divide some of them into two divisions. *Later:* The enrolment has increased to 292 — equal to the total of last year.

## The Spiritual Tone of Our Schools

THE one thing that justifies our conducting denominational schools is their spirituality. Other reasons grow out of this, but the giving of a spiritual tone to every phase of education is our fundamental reason. Our schools were born of a spiritual movement. Their aim is highly spiritual — “To restore the image of God in the soul.” If they are true to their mission, their work and their product will be distinctly and distinctively spiritual.

If a school is to have a spiritual tone, every teacher in it must be spiritual-minded — not merely a Christian in the ordinary sense, but positively and constructively spiritual in his make-up and in his influence.

Teaching is a spiritual gift, as truly as are apostleship and prophecy. It must therefore be Pentecostal in its character and results.

Of the teachers in the schools of the prophets (the prototype of our own schools), it is said: “The instructors were men not only well versed in divine truth, but those who had themselves *enjoyed communion with God*, and had received the *special endowment of his Spirit.*” No less ought to be said of Seventh-day Adventist teachers. Without such an experience their teaching in a school with high spiritual aims cannot be really efficient.

It is easy, *very* easy, for a teacher to become absorbed in the professional pursuit of his routine work, and to lose sight of that “better part” which Jesus commended Mary for choosing, in contrast with busy Martha. The very ease with which one falls into such preoccupation is its peril. It requires constant watchfulness, a checking up of aims, much prayer, and frequent counsel, to keep up the spiritual ardor that the sacred trusts of the Christian teacher demand.

The faculty cannot spend too much time in studying together the spiritual interests of the school. Such study may take two important directions: (1) Prayer and counsel in reference to the unconverted, the indifferent, and the drifting—considering them by name for the light various teachers may throw on their cases, then dividing them out to volunteer teachers for personal work; (2) a study at least once a month of how teachers are spiritualizing their class instruction, letting the head of each department or an assistant report definitely on methods and means employed in his work.

In view of the aim of our schools, and in view of the momentous times in which we live, will not every teacher seek in a special sense during the present year to contribute his full part to elevating the spiritual tone of the school until it reaches the standard God expects of it?

### A Challenge to Our Science Teachers

THIS is not the editor's challenge, nor the managing editor's, nor the challenge of this magazine. It is a challenge of the times we live in. It is a challenge of the world's men of science to our Christian men of science—to our Seventh-day Adventist men of science. By "world's men of science" we do not necessarily mean men who are not Christians, but men who, whether Christians or not, exclude revelation from their scientific studies, and seek to guess the world's riddle of *life*, and to discover whence and whither the earth, by scientific methods alone.

It has seemed to us for years that no class of teachers in our schools has greater opportunities and greater responsibilities than have our teachers of science, to teach true science and expose the errors of false science in a more extensive way than to a small number of students in the classroom. Science teachers in State and private institutions do it. Why cannot we?

For example: Only yesterday an editorial in one of our metropolitan dailies said:

"One of the great scientists tells us that this earth is ninety millions of years old at least. A little while ago, professors of physics would have said, 'That is impossible. Because the sun, burning up, would have finished its burning and died out long before the end of ninety million years.'

"Geologists, studying the earth's layers, needed millions of years for each 'era,' but those that studied physics said the sun couldn't burn and last long enough to cover the period which the geologists said they needed.

"Then came the discovery of radium, that wonderful principle of activity, of out-throwing energy within matter itself. And the physicist changed his mind and said: 'Assume that the sun is to an infinitesimal degree made up of radium, and I can keep it burning and blazing and throwing out power for a thousand million years for you.'

Solution! Confirmation of geological high dates! Little matter about the geologist's theory if it were confined to his own class. But such is not the case. The historian begins his narrative with the high dates of the scientist, and weaves them into the web of history. The theologian revises his interpretation of Scripture in the light of scientific conclusions. The astronomer and the zoölogist and the natural historian and the agriculturist adapt their treatises to the "new light" of progressive science. Most effective and far-reaching of all in influencing the public mind is the product of editorial, magazine, and book writers, interweaving ultrascientific theory into the warp and woof of what they say on the affairs of everyday life. Just two short samples in addition to the newspaper editorial above:

"Out of the deep,  
Where all that was to be, in all that was,  
Whirl'd for a million eons through the vast  
Waste dawn of multitudinous-eddying light."  
—Tennyson.

"The rigidity of old conceptions has been relaxed, the public mind being rendered gradually tolerant of the idea that not for six thousand, nor for sixty thousand, nor for six thousand thousand, but for eons embracing untold millions of years, this earth has been the theater of life and death."—Tyndall.



Is this work to go on unchallenged? Rather, shall not the challenge thrown down to our science teachers by the situation itself, be met with truth, and the truth be spread abroad? This can be done in two ways: By extension lectures, and by printed monographs. Let each one deal with some specious error and fundamental truth, "made plain on tables," so to speak. Every gospel worker craves and needs such help. All the people deserve it and would welcome it.

### Learning from the War

CRITICAL times and emergency measures often bring to the surface principles and policies that have been lost sight of in calmer days. Often, too, new ways and means are worked out that are better than the old. The present world war is developing examples of both these statements, both inside the denomination and outside of it.

A notable instance of the latter is cited in a bulletin from the U. S. Food Conservation Bureau, just laid upon our desk. This bureau has printed 400,000 copies of a pamphlet entitled "Ten Lessons on Food Conservation," and already more than half of the edition is ordered. Now comes the following announcement (*italics ours*):

"With a realization of the enduring need of a conservation program on a broad and fundamental basis, the United States Food Administration is planning, with the coöperation of the Bureau of Education, to place in the schools a course of study which shall be incorporated, *not as an emergency measure, but as a permanent problem and integral part of our freshened educational aims.*"

There is much talk in the press about perpetuating other government measures or their by-products, called forth by the national emergency. It would indeed be a pity if no lessons of permanent value should be learned from the experiences of so exacting a war.

Can our denomination learn any lessons for its benefit? Can our schools? We believe they can. For example, the senior class of 1917 in one of our colleges adopted, on its own instance,

"avoidance of needless expenditure" as a governing principle during the series of graduation exercises usually held at the close of school. The reasons given for this course were "national conditions," "special problems contingent upon the present crisis," meeting by a similar course "recent actions on the part of worldly colleges in sacrificing elaborateness in graduation exercises."

When we read the announcement of this well-advised course by the senior class, we wrote in the margin, "Why not make it permanent?" If we can be economical "in view of national conditions" of carnal warfare, why can we not be equally so in view of world conditions of spiritual warfare? If we can "sacrifice elaborateness in graduation exercises" in keeping with secular colleges, why may we not perpetuate simplicity in such exercises in harmony with the spirit of the work we are preparing to do? The senior class took a course that we strongly approve, not alone as an emergency measure, but also as a permanent policy in keeping with our profession. If the example of this class of 1917 is followed by succeeding ones, with the added reasons we have suggested, its members will have reason to look back with satisfaction upon the courageous stand they took.

Another example: When the act of conscription for the war was passed, our young men of military age were brought face to face with military service, as combatants or as noncombatants. In noncombatant service there are two lines which young men can pursue acceptably to the government if trained for them — lines, too, in harmony with the spirit of our own work. These two are hospital and agricultural work. Were our young men ready for either? — Only one here and there. Hence hurried efforts had to be made under most adverse conditions, to do for them in an emergency what we owed it to them to have done already.

Here is the point: The ministry of healing has been set before us for many years in even so strong a light as "the right arm" of the spiritual movement of

which our schools are a part; agriculture has been declared to be the A B C of true education and deserving to be a part of it to the X Y Z. Had we accepted these declarations in faith and acted upon them vigorously, we had builded better than we knew; for we should have given our youth elements in their education of the most practical value for both home and missionary life, and should have been prepared for the emergency that has overtaken us and our nation.

We do not feel in a critical but in a regretful state of mind. We feel keenly our neglect and our losses. Some years ago many of our schools did not regard themselves as equipped for giving a Christian education without providing for a course in hydrotherapy and simple treatments for ordinary ailments, accidents, etc. Time has somehow wrought a change. In a recent tour covering thirty-one of our boarding schools, scarcely half a dozen were found to have such a course or facilities for teaching it, though a few have access to a sanitarium. By drastic measures we have met the present emergency to a degree, by organizing brief and forced courses in First Aid and Emergency Nursing. How large would have been the compensation if we had acted on faith years ago, and our national crisis had found us in a state of preparedness?

About agriculture, too. We have done something in farming and gardening, but very largely to furnish work to students and to help supply the school table. Commendable enough as far as it goes, but falling far short in that only here and there has anything systematic been done to teach effectively to our growing young men the science of agriculture and the art of crop raising. This, too, while establishing and operating secondary schools in the country, where the cultivation of the soil is theoretically a corner-stone in the educational structure. As we are writing, we can call by name at least five young men who, the past few years, have felt drawn toward this work and have qualified themselves, by study in an agricultural college, to teach.

Yet today not one of these young men is employed in any of our schools. They have offered themselves, but receive little encouragement. Now when the exigencies of war are upon us, we have few or none who can qualify as expert crop producers and do their "bit" in this way.

If the boys and girls in our academies, and in our elementary schools too, for that matter, are to be interested and instructed in these two vital elements of true education, *our colleges must take the lead*, and so qualify and imbue their students with interest and enthusiasm that the spirit of it will carry over into the future work of principals and teachers.

#### What Can We Do?

As was said some years ago when things were moving slowly in school industries, much precious time has been lost and we cannot accomplish what we might have accomplished, but it is not yet too late to do much that is worth while if we will employ vigorous measures. A course in First Aid and Emergency Nursing has been worked out by the coöperation of our Division Medical and Educational Departments, and lessons for giving the instruction will doubtless be prepared by the time this course is well established. If carried out faithfully, the course will be of much service in continuing to meet the present national emergency; but it is our most ardent hope that this course or its equivalent *may be made a permanent one* in every college and academy (at least the twelve-grade) that calls itself a Seventh-day Adventist Christian school. Only thus can we liquidate the debt we owe our growing youth.

As to agriculture, shall we not lay its interests upon our hearts and give it a standing in the curriculum that will move us to make the same effort to provide qualified teachers that we do for the department of history or English? These should be graduates of agricultural colleges where possible, or at least men who have love and adaptability for the work and have had the privilege of taking spe-

cial studies in the subject. In developing this work we again accomplish the double purpose, yes, the quadruple purpose, of —

1. Providing useful labor for needy students.
2. Supplying the school table.
3. Qualifying young people for private, mission, and industrial school work, or general missionary labor.
4. Preparing our young men for a service to their country in national emergency that they can render conscientiously, as well as acceptably to the government.

There can be no question on the wisdom of our pursuing vigorously a policy that serves us equally well in the conduct of a spiritual movement and in meeting the exigencies of a national crisis.

Let us make these two elements of true education *permanent* in our curriculum, and let us *perpetuate* simplicity and economy in our public exercises.

### Another Lesson from the War

SINCE our editorial on "Learning from the War" was written, another lesson from the war has come to light; namely, *the supreme importance of extending our educational efforts from the school centers into the community.* On this point President Wilson says:

"When the war is over, we must apply the wisdom which we have acquired, in purging and ennobling the life of the world. In these vital tasks of acquiring a broader view of human possibilities, the common school must have a large part. I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly upon the problems of community and national life."

The United States Food Administration and the United States Bureau of Education are coöperating in the preparation of lessons for the schools under the general title, "Lessons in Community and National Life." Mr. Hoover says:

"These lessons will serve the very urgent immediate purpose of calling attention to the necessity of conserving food and all other resources of the nation. They will serve at the same time, the broader purpose of training

pupils in the schools to recognize their right and obligation in the coöperative society in which they live."

Commissioner Claxton says:

"The lessons provided will be most successful if they lead teachers and pupils to study the communities in which they live."

This statement of the case should appeal strongly to us as educators. More and more the last few years we have been pushing the work of our schools in the direction of developing student effort in the community. Nothing is worth more to help vitalize the work of the school itself. While the work of the United States Departments aims at economic and social education of the community, if we join them in this work it will afford us excellent opportunity to carry on the spiritual work to which our schools are dedicated. The gospel is the most democratic thing in the world, and if we take advantage of the present agitation and endeavor to educate all the people in the principles of democracy, we shall multiply opportunities to spread the gospel, and at the same time give our young men and women an experience of great value during their school life.

The "Lessons in Community and National Life" are issued in the form of circulars from the Bureau of Education, the first of each month from October to May. They are intended to be put directly into the hands of the pupils, and are grouped into three grades, one for the intermediate pupils, one for the grammar grades and first year of the high school, and one for the last three years of the high school. The material in these lessons may be introduced into reading classes, English composition, geography, history, civics, and others. These arrangements make it possible to supply during the year to each pupil, 256 pages of reading material at a total cost of 8 cents, and to supply to a teacher 768 pages of material for 24 cents.

For information address Superintendent of Public Documents, Section of Elementary and Secondary Education, U. S. Food Administration, Washington, D. C.

# College and Academy

## Home Economics in Our Colleges

WASHINGTON MISSIONARY COLLEGE has opened this year the new Department of Home Economics. It is a two-year course, with two variations: One for those who wish to major in Sewing and Textiles, and one for those who wish to major in Foods and Cooking. Besides the subjects of the course, attendance at a series of lectures and demonstrations is required. Each year offers 15 hours of work, but how much is eligible to credit on the bachelor's degree, is not specified.

Emmanuel Missionary College offers a course of 13 hours in Domestic Science, including Food Preparation, Household Management, and Laundering. For girls, 10 hours of this course are available for credit on the bachelor's degree. A Sewing Course of 5 hours as an elective is also eligible to full graduation credit. The graduation minimum for a degree is 170 hours (45-minute), including 10 hours vocational and 5 hours in arts.

Union College offers 2 semesters in Domestic Science and 2 semesters in Sewing, but neither is assigned credit value or specified as eligible to graduation credit other than vocational.

Pacific Union College offers one unit of Sewing and one of Domestic Science, each commanding credit in the Academic Course. For preparatory nurses, one additional unit of Domestic Science is given in the twelfth grade, with full graduation credit allowed.

Walla Walla College gives a three-year course in Sewing and one year in Cooking, both eligible to industrial credit on graduation in addition to the full number of literary credits, but neither is assigned any definite credit value.

South Lancaster Academy offers a Domestic Science Course of two years and a Housekeeper's Course of one year, each recognized by suitable certificate, but not specified as eligible to graduation credit.

We have taken occasion to look up what some of the leading State and pri-

vate colleges are doing in the matter of crediting work in Home Economics toward the bachelor's degree. The results are given here on the basis of credit allowed in proportion to the total required for graduation; as, one twelfth, etc.:

University of Colorado...1-12 on A. B. degree  
University of Illinois...5-12 on A. B. degree  
University of Idaho...3-12 on A. B. degree  
Pennsylvania State College .....1-2 on B. S. degree  
University of Iowa.....1-5 on A. B. degree  
University of Chicago...5-12 on A. B. degree  
University of California...1-5 on A. B. degree  
Columbia University.....1-3 on B. S. degree

As compared with these, two of our schools mentioned above allow definite credit as follows:

Washington Missionary College: Not specified.  
Emmanuel Missionary College: 1-17 on A. B. degree.

Pacific Union College: 1-6 on Academic Course.

Union College: Not specified.

Walla Walla College: Not specified.

Would it not be well for all our colleges to specify credit value for all work required for graduation, and to consider increasing the proportion allowed on a practical, essential subject like Home Economics?

## Strengthen Our Normals

A RECENT appeal from the United States Bureau of Education to the nation's educators strikes a sympathetic chord in our hearts. It reads:

"In few States is the supply of broadly educated and well-trained teachers equal to the demand. The normal schools should double their energies and use all their funds in the most economic way for the work of preparing teachers. Appropriations for the support of normal schools should be largely increased, as should also the attendance of men and women preparing for service as teachers."

Now please read this quotation again, substituting "conferences" for "States" and "funds" for "appropriations," and see how it sounds to you. Is it not the task of our Normals to *double* their output, to say the least?

If we adopt the goal suggested at our Normal Council,—to raise the number of Normal graduates to where it will equal one fourth the number of teachers employed in the college district,—then we shall have to *quadruple* the output in some instances.

The task looms big. The goal may yet lie a bit below the horizon of our faith and courage, but true leaders grow with and grow to the size of their tasks. No line of effort is more worthy of the best that any one can put into it than the training of teachers. Our Normal leaders are equal to the task if they only lay it to heart seriously enough.

### Building Up the Library

THE Pacific Union College library is growing apace. On a trip East last summer President Irwin made extensive purchases of choice books. In Philadelphia alone he bought three hundred and ninety-three volumes, ranging as high as \$3.50 per volume and averaging eighty-four cents, thus meeting two points in our library standards,—that the books should be specially selected for college use, and have at least an average purchase value of seventy-five cents each. The total number of volumes now in their library is 4,700, and all have been classified according to the Dewey Decimal System. Prof. H. A. Washburn is the college librarian.

Some of our college libraries have already exceeded by several hundred volumes the minimum standard of 5,000, and many of our academies are vigorously pushing the development of their libraries. A word of caution is not out of the way, however, on the method of increasing the number of books. We have noted a number of appeals through the papers for contributions of books from our people. This is good if properly safeguarded. It must be borne in mind that in order to meet our minimum standard of 5,000 volumes for a college library, 2,500 for a junior college library, 1,500 for a twelve-grade academy, and 500 for a ten-grade school, *number* is not the

only consideration, but the books are to be specially *selected* for academy or college use, to have at least an average purchase value of seventy-five cents each, with fifty per cent of the total cultural books, and the other fifty per cent well apportioned among the various lines of study. Meeting these standards will assure all-round library service.

If word is sent out to friends to give such books as they can spare, it is likely that some of the books will not be worthy of a place in the school library. It would be much better if those who have books to give would first send in a list of such books to the school, or if they shipped such as they have, a careful assorting should be made before placing them on the library shelves. We recognize that many of our schools are exercising this care, but fear that some may not give the attention to it that the importance of the matter deserves.

### The Dinner Hour

ONE important problem in the conduct of boarding schools is to fix the dinner hour at such a time that there may be proper intervals between it and the other two meals of the day. So far as we know, no one of our schools has breakfast later than 7 o'clock, while some have it earlier. The supper hour is usually 6 or 6:30. If the morning session of the school is continued as late as 1 o'clock or even 12:30, it throws the completion of the main meal of the day over to 2 o'clock, or at least 1:30. This makes the interval between breakfast and dinner about six hours, while the interval between dinner and supper is four or five hours. We have heard students say in schools where the dinner hour is as late as 1 o'clock or 1:15, that they do not feel the need of eating again so early as the supper hour comes, but go to supper for the social aspect of the occasion.

It is certainly very unfortunate for student life to have the meals occur at irregular and improper intervals, since so much depends upon the student's keeping in good physical trim. Here and there

an attempt has been made to solve this problem by giving "sack lunches," which are either taken by the students to their rooms after dinner or delivered there in the evening. This practice has several objectionable features.

The true solution would seem to be in placing the dinner hour somewhere from 12 to 12:30, the supper hour at 7, and have a study period before supper. In this case the study hour may be called at 5 or 6 and continued till 7. Then take a half hour for the evening refreshments and a little relaxation from study. This may be followed by the evening worship hour, and the second period of study till retiring time. This plan has been worked out successfully in some schools.

### Daily Recitation Schedule

THE daily recitation schedules in three of our schools lie before us. Union College begins at 7:45 A. M. and has three periods before chapel and two after, closing at 12:15. The chapel period is forty-five minutes in length every day. The class work is well segregated by departments, each department conducting practically all its work in the same room. In the schedule the grade to which each study belongs is indicated by figures. This schedule also divides the afternoon into five forty-five-minute periods, from 2 to 5:45. All the afternoon work belonging to these periods is vocational, except two at the 2 o'clock period.

The Emmanuel Missionary College schedule begins at 7:45 A. M., has three periods before chapel and three after chapel, closing at 1 o'clock. The chapel period is forty-five minutes in length every day. The afternoon schedule for vocational studies is in one period from 2:30 to 4:30, with the different classes varying somewhat in length within that period, or slightly exceeding it. The laboratory periods and certain classes of a literary nature are scheduled separately in the afternoon from Sunday to Thursday, with one subject Sunday forenoon.

Oakwood Junior College begins its schedule at 7 A. M. for the academy and

collegiate students, with three periods before chapel and three after chapel, closing at 12 o'clock. The chapel period is thirty minutes long every day. An afternoon schedule is arranged for grades six to eight, beginning at 1 o'clock and closing at 4, with one intermission of ten minutes. As a considerable number of the students in these grades are farther along in years than usual, this schedule for the day divides in good proportion the whole body of students for industrial work, both afternoon and forenoon.

### Length of Recitation Period

It is interesting to note the present practice of our colleges in the length of the recitation period. Washington Missionary College is using the sixty-minute period in both the college and the academy work. In the latter a minimum recitation of forty-five minutes is expected, leaving it to the option of the teacher whether the remaining fifteen minutes shall be used in recitation work, or in supervised study by way of making sure that students have understood the assignment of the next lesson correctly, and make a beginning in its preparation while the recitation on the previous lesson is fresh in mind. The latter use of the fifteen minutes appears to have much merit. This plan is being used now for the third year, and the faculty has no disposition to change it.

Walla Walla College is using the sixty-minute-period in its college work, with a number of classes reciting in the afternoon, to avoid prolonging the forenoon session to a late hour. At the same time it releases a better proportion of students for industrial work in both the forenoon and the afternoon.

Union College and Emmanuel Missionary College still adhere to the forty-five-minute period throughout both the academy and the college work. This makes it necessary for them to reckon a minimum of one hundred sixty hours for graduation, or of one hundred seventy hours including the vocational work.

Pacific Union College is following the unique plan of forty-five-minute periods before chapel, and hour periods after chapel, assembling practically all the college classes in the hour periods.

From this summary it appears that the matter of adopting the sixty-minute period for recitation is somewhat on the fence so far as our five colleges are concerned, although it seems to be gaining ground. Pacific Union College adopted its plan only one year ago. In the nature of the case the hour period seems much to be preferred for college work, if the class instruction is truly on a college basis.

### Use of the Terms "Unit" and "Hour"

THE all but uniform practice among schools throughout the United States is to use the term "unit" to denote a year's credit in one subject in the academy or the high school, and the term "hour" to designate either semester or year hours in the college. These terms are defined as follows:

**Unit:** A unit represents the recitation work in one study through five forty-five-minute periods a week for thirty-six weeks. On this basis four units constitute a standard year's work, and sixteen units are required for the completion of the academic or high school course.

**Hour:** A semester hour represents recitation work for one hour (sixty minutes) a week for eighteen weeks. On this basis standard work in a given subject may be done in four recitation periods a week, reckoned as four semester hours when pursued for one semester, or eight semester hours when pursued through the year. Standard work for a given student would require thirty-two semester hours during the year, or one hundred twenty-eight for the four years of the college course. While this amount fluctuates in the different schools, the generally accepted average is one hundred twenty-eight. The year hour is double the value of the semester hour, and the total number required would

therefore be only one half the number of semester hours.

In the plan adopted for our schools at the two delegated sessions of the Educational Department of the North American Division held at St. Helena and College View, the number of units required for academic graduation is eighteen, so as to include the two units for the vocational work; while on the other hand two units of drawing, music, and agriculture may be substituted for two units of literary work, the subjects for which they may be substituted being left with each faculty to determine.

In the college work the minimum of one hundred twenty hours of literary work and one hundred twenty-eight hours including the vocational work is required for graduation. The addition of the eight hours vocational work was adopted at College View.

It is very much to be desired that our colleges and academies use the terms "unit" and "hour" in their proper spheres, rather than to use either term for both the academy and college. In our opinion, too, it is preferable to use the semester hour rather than the year hour.

### Summer School

THE announcement for the Summer School in 1918 in Walla Walla College has already been made. The date is fixed as July 3 to August 27. There will be no conflict between the camp-meetings and the summer school, as they are being planned for together by the same committee. The Union Educational Secretary, W. C. Flaiz, has already begun to work up the attendance. He finds that a large number of our young people are going to the State Normals for their training, and entering the public school work. With the serious shortage of teachers in our own work to face, he hopes to set the tide toward our own summer school at this next session. The stakes have been set for an attendance of one hundred twenty-five. Success to this early start on a noble enterprise.

## The Denominational College

BY W. C. JOHN

FROM the earliest times the denominational college has played the leading part in education. For centuries the colleges under ecclesiastical endowment have molded the thought of peoples and nations. It is only within the last thirty years that this place of leadership has been challenged by the state college or university. The growth of knowledge during the past century with the great increase in subject matter developed upon scientific bases has not only given a great impulse to popular higher education under state auspices, but has forced its way into many of the older denominational schools, making them also the handmaids of scientific scholarship.

To such an extent has this transformation taken place that the original purpose of these schools has been almost lost in following or anticipating the scientific, social, and political needs of the nation. In the older schools the curricula were especially adapted for the preparation of ministers. The college president was usually an eminent divine of high character and reputation. But today as we look over the list of older colleges we note that the presidents of this type have been replaced, in many instances, by able lawyers, political science teachers, or scientific specialists. The meager attendance in the theological departments of some of these colleges is an index to the modern tendencies in higher education.

What, then, should characterize the denominational college? The answer seems to be this: However liberal may be its spirit of administration, it should have the following chief aims:

1. To develop perfect character in the student.

2. To develop the special talents of each student to the highest standards of efficiency in the work God has designed for him.

We cannot follow to any great extent the state school, which must of necessity have for its primary aim the creation of specialists in literature, sciences, arts, law,

and education, with its secondary aim that of character building.

When the denominational school seeks to increase its courses and multiply the number of students in imitation of the large state schools, it runs a risk of losing its moral influence, which cannot readily be exerted over a large number of students.

## College Progress

### Union College

ENROLMENT, end of first month: Young men, 156; young women, 224; total, 380.

The faculty and management of Union College during the vacation wondered what effect the crisis in the world would have on our attendance; but much beyond their desire in this direction has been their anxiety for Union to do her part in preparing our young people for the service that the Lord is demanding of them at this time. It is now certain that we shall go beyond our goal of four hundred students.

The great burden upon us as teachers is to bring to these young people the real spiritual and intellectual power that is needed to combat the enemy in these last days. Union College exists for the purpose of training the youth for service in our denominational work. We are using every means and influence possible to impress upon our students the missionary and evangelistic idea in connection with every department of our work. This should be by far our best year, because the need is so much greater and the struggle in the world so much more severe. The students and teachers are determined that this college shall be a great recruiting ground for workers.

Our students are definitely planning for denominational work as follows, as expressed by themselves:

Foreign mission work .....	121
Ministry .....	40
Bible work .....	10
Teaching .....	73
Publishing work .....	9
Office work .....	7
Medical work .....	27
Young People's work .....	9



We have record of the total number of the graduates of Union College as follows:

	PER CENT
267 are actively engaged in the work ..	61
60 are taking postgraduate work .....	14
19 are deceased .....	4
12 have left the truth .....	3
79 are in private life .....	18
<hr/>	
437 total No. graduates to 1915 .....	100

The estimated value of help given students in labor this year (including domestic work), is \$9,000.

H. A. MORRISON, *Pres.*

### Washington Missionary College

WASHINGTON MISSIONARY COLLEGE opened September 13. As a large number of the young men of our constituency had been drafted, we feared this would affect our attendance, but at the present time we have more students enrolled than at this time last year, and there are more to come. During the first week of school, Elder R. D. Quinn, president of the Atlantic Union Conference, together with Elder F. W. Stray, Elder K. C. Russell, and Dr. D. H. Kress, conducted a revival service which met with a general response from the student body. Elder Haskell conducted a Bible study during the second week. The labors of these brethren greatly strengthened the spiritual condition of the school. We are now ready to begin our new assembly hall, and both teachers and students are looking forward to its completion with a great deal of interest. We thank our brethren for making it possible for us to erect this much-needed addition to the college.

B. F. MACHLAN, *Pres.*

### South Lancaster Academy

ENROLMENT, end of first month: Young men, 118; young women, 130; total, 248.

To hold up before the young people of the Atlantic Union high ideals of Christian character building and service; to provide for our boys and girls a thorough education in art, literature, and the sciences, and chiefly in the word of God; to help them to study the works of God

in nature and his dealings with men in the past, with a view to their loving him more truly and serving him with greater zeal and devotion; to prepare young men and women for definite lines of service at home and abroad, at the same time surrounding them with influences which make for Christian refinement and for the development of true manhood and womanhood,—this is the work that we are trying to do at the Academy.

Number of students earning an entire scholarship, 17; part scholarship, 2.

Estimated value of help given students in labor (including domestic work), \$6,000.

M. E. OLSEN, *Prin.*

### Emmanuel Missionary College

ENROLMENT, end of first month: Young men, 129; young women, 123; total, 252.

Although Emmanuel Missionary College is passing through the most severe test in its history, at least in some respects, it is nevertheless meeting the test bravely and loyally. The enforced absence of our president, who by his long association with the work here and by his vigorous and sympathetic administration has won the admiration and affection of all, is keenly felt; yet the acting president, the teachers, and the students are pulling together as one man to make this the best year in the history of the school.

Our enrolment is not quite equal to that of last year, but the spirit and morals of the school are above par. The war has reduced our numbers, but the world situation has deepened the earnestness of those who are left behind.

Real progress is being made in all departments. Our Evangelistic Department bids fair to become one of the strongest features of the school, and the plans adopted for Normal Training will produce results that will mean much for the future cause of education in this Union.

Number of students earning an entire scholarship, 68; part scholarship, 18.

The estimated value of help given students in labor this year (including domestic work), is \$12,500.

W. H. WAKEHAM.

### Walla Walla College

ENROLMENT, end of first month: Young men, 140; young women, 149; total, 289.

We are endeavoring to make this year a strong spiritual year, a year of steady growth in the spiritual life of each of our students. As I look back upon the history of our educational work, it seems very evident that there has been a gradual uplift throughout the years in the moral atmosphere of our institutions; and it is our aim, as the faculty of Walla Walla College, to make this a year of real advancement for our young people. I think we have never had a finer average of students than we have at present, and the list of those who are not church members is small. Our conference officers are giving us strong support in the work. The class in Advanced Bible Doctrines has an enrolment of 53, and the class in Pastoral Training, 25. Our goal at the beginning of the year was set for 25 young men and women to go out from the school next summer in active ministerial and Bible work.

Number of students earning a scholarship, 9; part scholarship, 19. Five of these earned two scholarships, and two earned three. The largest total sales by one student were \$1,050.

The estimated value of help given students in labor this year (including domestic work), is \$18,000. W. I. SMITH, *Pres.*

### Clinton Seminary

ENROLMENT, end of first month: Young men, 95; young women, 84; total, 179.

The Clinton Seminary opened with the largest enrolment in its history. Our goal is two hundred students for this year, and from all indications we shall reach it before very long. The building is full, and we are obliged to rent rooms for the students in houses near by. The classrooms are too small to accommodate the large classes; but we rejoice that the Lord is putting it into the hearts of our young people to prepare for better service. The students realize that the time for preparation is short, and are diligently pursuing their studies, while at the same time conducting cottage meetings and Sunday schools, distributing lit-

erature—in fact, improving every opportunity for missionary endeavor.

Number of students earning an entire scholarship the past year, 18; part scholarship, 3.

The estimated value of help given students in labor last year (including domestic work), is about \$3,400. F. R. ISAAC, *Pres.*

### Academy Progress

SOME time ago we sent out these two questions to the principals of our academies, bearing upon their progress toward the ideals of the school:

QUESTION 1. In what features of your academy work do you enjoy the greatest confidence as to what is being done and how it is being done?

QUESTION 2. In what respects do you feel that the work of your academy should be better adapted to its aims and the times in which we live?

Up to the date of this writing the following answers have been received:

*Mount Vernon Academy.*—1. Our greatest confidence lies in the spiritual standard the school maintains, and in the efficiency of the teaching staff.

2. We need better facilities for industrial work. N. S. ASHTON, *Pres.*

*Battleford Academy.*—1. I am trying to impress upon my students that they should not only gain a preparation for mission life in the foreign field, but that if our rapidly growing list of foreign workers is to be sustained, many of our young people must prepare themselves to be energetic, consecrated farmers, mechanics, etc., that the tithe may increase as does the number of workers.

I do this by keeping before them in various ways the facts stated on page 44 of "Counsels to Teachers:" "They all need an education, that they may be fitted for usefulness, qualified for places of responsibility in both private and public life."

2. First of all, I find that it requires constant effort to keep our minds fixed on the fact that we are not "to follow the routine of worldly schools." "The education given in our schools . . . should present clearly the great work to be accomplished. The need of weeding from the life every worldly practice that is opposed to the teachings of the Word of God, and of supplying its place with deeds that bear the mark of the divine nature, should be made clear to the students of all grades."—*Id.*, p. 56. As a new school we need many things to equip us properly for our work, but we need the above most of all. C. B. HUGHES, *Prin.*

*Beechwood Academy.*—1. Our greatest confidence lies in knowing that we know how to teach the subjects we offer, and in the strong homelike influence of our family life.

2. We need more dormitory room, so that we may not be compelled to place three or four students to a room. We need facilities for giving labor to the students in some systematic way. Many of the weeks of the year we have nothing but a few chores for them to do.  
J. G. LAMSON, *Principal*.

*Lodi Academy.*—1. The loyalty of the student body is appreciated, also the earnest desire to fit themselves for service. The classroom work of our teachers is likewise a source of satisfaction.

2. I feel that in view of the times in which we live the Academic Course should be adjusted and expanded so that many who now end their education with twelve grades would be better fitted for a place in the ranks of the *workers* of the message.

J. H. PAAP, *Principal*.

*Walderly Academy.*—1. As far as our work carries us into the preparation of workers, we believe that we are doing it in an efficient manner. Our teachers are filled with the idea of "finishing the work," and are instilling this as an ideal into the minds of the youth here at Walderly. We believe in doing in the quickest and most perfect way the thing most needed to be done, and our motto, "Efficiency for Service," is being worked out in the manner in which our school is being equipped for its work.

2. We feel that our academy should be turning more workers directly into the field. The Spirit of prophecy has stated, "Both the youth and those older in years will be called from the field, from the vineyard, and the workshop, and sent forth by the Master to give the message." We feel that the work in our academy should be organized in such a way that we could give this class of persons the "quick preparation," and help supply the much-needed teachers and workers.

E. A. VON POHLE, *Principal*.

## School Notes

PACIFIC UNION COLLEGE reports the enrolment of two hundred forty students at the end of the first month, with thirty-five in the model school. This is about even with last year's record.

At the end of the first period, Washington Missionary College had two hundred seventy-five, with nearly enough definitely planning to enter soon to bring the enrolment up to three hundred. Last

year's total enrolment was three hundred fifteen.

Union College reports three hundred eighty at the end of the first month, being about fifty in advance of the corresponding date last year. The management confidently expect to exceed their goal of four hundred.

At the end of the first period Emmanuel Missionary College had enrolled two hundred fifty-two, which is slightly less than the number enrolled by the same time last year.

The Union College English Department reports a class enrolment of two hundred forty-eight students, with one hundred thirty in college classes. Mrs. Rowell is making a special effort to develop the practical side of English study. For example, in the class in Argumentation the first program was on such Sabbath school problems as would be dealt with in a Sabbath school convention. A well-prepared speech was given on each topic, with an interval for open discussion after each one. Missionary Volunteer and Educational programs are planned for the future.

## A Visit to Emmanuel Missionary College

THE managing editor had the valued privilege of spending a few days at Emmanuel Missionary College in October. It is with much regret that we record the necessity of President Graf's taking a furlough for a time for the sake of his health, but we are pleased to add that Prof. C. L. Benson is acting in his place as director of the college work. This arrangement, supported by a body of unusually loyal and promising students, assures the conduct of the work for the year without impairment. Professor Benson is also teaching the college class in modern history, made up of some twenty seniors and juniors.

The following notes gleaned during our stay there will interest the reader:

In the Harvest Ingathering work for

1915 a total of \$620 was collected; in 1916, \$550. Careful preparation is made for securing these excellent results. The students are divided into bands of ten to fifteen, with a teacher or student leader. All students attend these bands at first, then later the names of student volunteers are taken, and the list inspected by the faculty or a special committee and redistributed into permanent bands. These do earnest work in studying the paper and methods of work.

On campaign day, employment is provided those who do not go out. The goal is determined by assigning to different ones an individual goal according to ability. For example, the president and the assistant business manager, \$50 each; other teachers, \$5 each; and students, \$2 each. The total goal is made up from the sum of these. In conference with the church elders, definite territory is assigned each band beforehand. On the return of the campaigners a general meeting is held for reports.

The past summer 86 students went into the canvassing field, and worked an average of seven weeks. Forty of these earned 62 scholarships, two earning four scholarships each, four earning three each, and thirteen earning two each. The highest total sales record for one student was \$1,156.50. The highest weekly average was \$109.75; the highest hourly average, \$3.62. The highest sales for a single day were \$75.50; for a single week, \$200.55. The highest total sales for a girl were \$684; the highest weekly average for girls was \$94.33; and the highest hourly average, \$3.40. The new canvassing band of about 75 members is already organized, and the members are at work on their respective books for next summer.

Of the total enrolment of 252 this year, 81 students are attending the college for the first time, 38 are in a Seventh-day Adventist school for the first time, 22 came direct from one of our own schools, and 29 from secular schools. Fourteen students have accepted the truth within the past year, 8 within two years, and 9 within three years.

Printing as a trade is now taught on the basis of 10 sixty-minute hours a week on a two years course. This work is eligible to college credit. The printing shop furnishes work also to 5 or 6 students to earn on their expenses at the rate of 10 to 20 cents an hour.

The college library carries about 70 periodicals, of which 7 come regularly to each of the dormitories.

The Normal Department has an enrolment of 18 regular and 7 special normal students, of whom 6 are seniors. Miss Hale, the director, has reorganized the department in harmony with the decisions of the Normal Council at College View, and together with Miss Fry as assistant director, and Mrs. Brown as critic-teacher, is conducting strong work.

There are about 75 girls in the dormitory. Miss Graf, the preceptress, has one assistant and two monitors whom she is training for future preceptresses. The gentlemen's dormitory is also full, with Professor Fattic as preceptor, who is also training some assistants. Miss Klooster, a former graduate of the college, is the matron, and is training some girls for future matron's work. Miss Klooster also teaches the domestic science class.

Professor Kelley is steadily building up the strength of the commercial department, and is attracting some excellent talent to this work. He thinks that commercial subjects are entitled to more than the 16 hours they now enjoy toward the college degree.

The college farm lost over \$1,000 from damage to the crops by an early freeze in September, but it has produced unusually well this season, and is being managed on the basis of supplying every possible need of the culinary department.

The ministerial band, under the leadership of Professor Thurber, and the Bible workers' band, under Professor Taylor, were organized early. At the first meeting of the ministerial band, 24 young men reported for membership, and at the first meeting of the Bible workers' band, 38 young women were present, of whom 28 signed for membership in the band.

# 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*.

## "This One Thing I Do"

B. B. DAVIS

By the time this paragraph reaches you, dear fellow teacher, you should be well along on your year's work. How about all the plans you had in mind on that first day in September? Have you carried them all out? Probably not, unless you have adhered strictly to the policy stated in the heading.

The papers of today have much to say—and that not of a complimentary nature—about the slacker. My observation of teachers for several years past has revealed the sad fact that the teaching profession is not entirely free from slackers. Teachers start out bravely, not meaning to become careless; but unless they carry their work in a definite way and constantly "hew to the line," it is not long until they find their work dropping lower and still lower below standard.

It is not altogether easy to maintain a high standard of work, even when we keep our standard always before us; but when we become more interested in personal and social affairs than in our school work, nothing but failure can result.

Many a failure in school work is caused by the teacher's laziness—"school laziness," of course. "Lazy" is a hard word, I know; but when a teacher gives the time outside of school hours entirely over to personal affairs, and neglects to prepare her school work for the next day, is not that being "school lazy"? When a teacher is employed to teach a school, is it not that teacher's duty to give sufficient time to

that work to make it a success? How can the teacher who does not know what work is to be covered in each class on the morrow, expect definite results? The teacher should know not only the work for one day ahead, but for several days. Otherwise how can intelligent assignments be made?

Discouragement on the part of the pupil is almost sure to follow a careless assignment. Discouraged pupils soon become unruly pupils, and the teacher sees (or thinks she does) that she wasn't "cut out" for teaching anyway, and in her heart of hearts she wishes that she might get married or find a place in a store. Unless that teacher finds Jesus soon and gets a vision of the true Christian teacher's responsibility, that school year will be a failure.

Some struggling teacher may feel that it is already too late to mend things for the present year. That need not be so. There is sufficient power above you, if you will only reach up and take it. If you have lost sight of your aim, go back and find it where it was lost, and adhere diligently to the one thing of making your school a success. Then "thou shalt have good success."

### Our Question Box

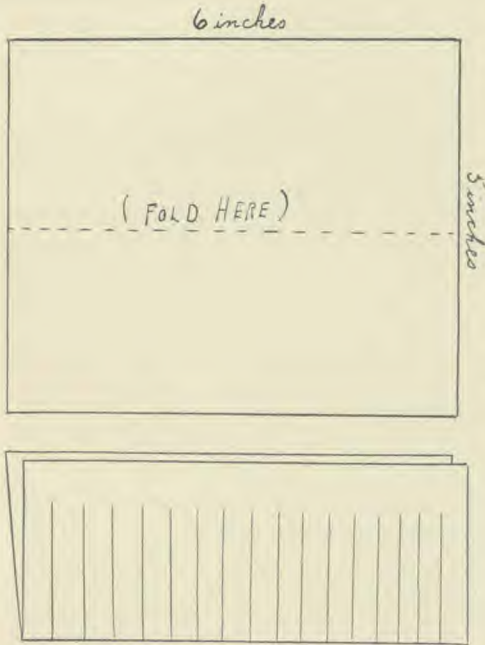
If you have received any good ideas from Our Question Box, will you not contribute a question or two? Send good answers with them, if you have them in mind. Others will be interested to know your view.

# TEACHING NOTES—GRADE BY GRADE

## FIRST GRADE—Anna A. Pierce

**Paper Construction.**—Construct with paper a rectangle 6 by 5 inches. Crease in center lengthwise. While the paper is still creased, cut from closed edge to within one-half inch of open edge. Unfold and paste in form of a cylinder. Paste a strip on for a handle. Color the rectangle with designs before folding and cutting.

These brightly colored lanterns make very pretty schoolroom decorations.



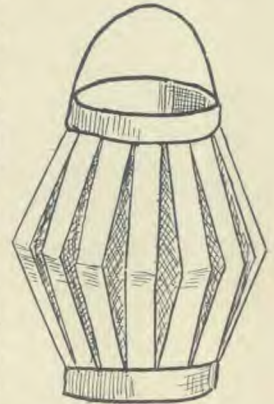
## SECOND GRADE—Mabel A. Swanson

**Spelling.**—For improved results in spelling, try this plan of studying with the class at the board. Have the children watch as you write the word, and repeat it after you. Call on one or two to give a sentence containing the word, adding any necessary explanation. Then while the children say the word again, mark off syllables with lines so that the word is divided into convenient sound units. Phonetic parts of words are underlined. The children shut their eyes and try to get a mind-picture of the word. If they cannot, let them say the word over very softly to make sure they hear every part. Teach them to give special attention to the nonphonetic parts. Writing the word in the air helps to fix the image in mind.

When the children are sure the image is perfectly clear, erase the word, and let them write it, saying it softly as they do so. Proceed in this way with the list of ten words. Later in the day, or better the next day, have them written from dictation, and reteach any words misspelled.

The spelling booklet this month may be appropriately decorated with a holly design.

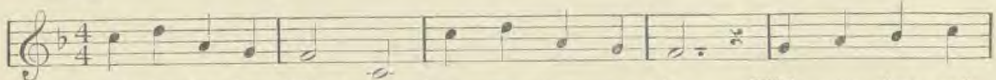
**Numbers.**—In connection with the reading lessons on the divisions of time, teach from the clock that 60 seconds make 1 minute, 60



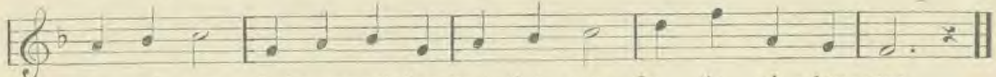
## JOLLY WINTER

A. A. P.

ANNA A. PIERCE.

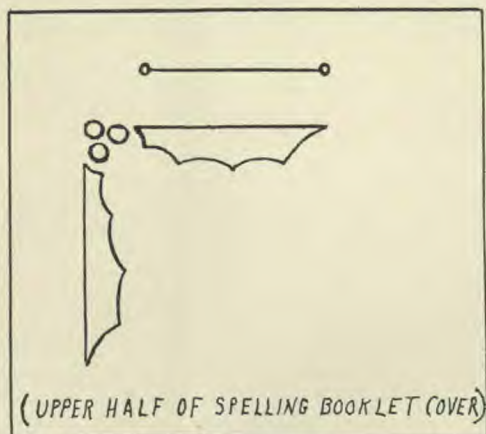


1. Jol - ly, jol - ly Win - ter, You are here a - gain, With your sleet and  
 2. Jol - ly, jol - ly Win - ter Makes the world a - new, Ev - 'ry pond with  
 3. Jol - ly, jol - ly Win - ter, We are glad you're here, Crack - ling flames in



ice and snow, And your spark-ling frost that grows On the win - dow - pane,  
 ice doth glow, Wood and field are trimmed with snow, Trees with frost - ed dew.  
 fire - sides bright Fill our homes with rud - dy light, Fill our hearts with cheer.

minutes make 1 hour, 24 hours make 1 day; also the Roman numerals from I to XII. For this work use a cardboard clockface with movable hands. Familiarize the children with the matter of telling time by setting the hands to indicate various times, such as the hour of



(UPPER HALF OF SPELLING BOOKLET COVER)

noon, the hour for beginning and closing school, gradually increasing the range.

Teach also the number of months and seasons in a year and their names. Let the children use rulers and draw from dictation a calendar on which they may write the numbers, and keep a weather record.

**Reading.**—Supplement the stories in the reader with reading from other sources, such as Nature Booklets of the Instructor Literature Series, stories cut from other readers, teachers' magazines, *Our Little Friend*. Let the children learn to read by reading. Keep the supplementary work easier than that of the reader, that the children need not lose the thought in endeavoring to master words. Occasionally let a child tell the class a story he has read for himself. If possible, have a reading table in the schoolroom, containing material suitable for various grades, to which the pupils may go to find interesting and good reading, either during an assigned period or when other work has been completed.

### THIRD GRADE — Edith A. Cummings

**Bible.**—During this month we have such beautiful lessons in Bible,—the lives of Adam, Noah, Enoch, Abraham, Isaac, Moses, Jacob, Joseph, David, and perhaps others. The stories of these men should be read and reread, and told aloud to yourself several times before telling them to the children; thus you gain self-confidence.

If the school is small, sit close to the children, tell the story slowly, accurately, and with feeling, just as if you were telling of something that happened only yesterday.

Do not elaborate; the simpler the story is, the better. A story should never be discussed during the telling, for this spoils its completeness. Many story-tellers are so anxious to rub in the moral, that they are constantly interrupting the story with their own questions. Do not do this. The story should be told so well that unconsciously the moral sinks in.

**Language.**—Third-grade children enjoy writing stories. Some of the Bible stories may be used in this way.

Some day tell the story of two boys who went to grandma's. Tell all the things they saw and did. Make it very interesting and eventful. Then choose two boys who have been much interested, and let each represent one of the boys in the story. Have them sit with you near the class, and play you are taking the trip with them. Let them tell the story, but of course you can help out by asking questions now and then. Let the class write the story for seat work. Place difficult words on the blackboard.

A neat and simple December calendar may be placed on the board in the shape of a sign-board. Make a little snow on the top and icicles hanging down from lower board, the word December at top and icicles down from each letter.

**Spelling.**—Make a story of the spelling words. Take the lesson for Wednesday, third period, second week, something like this: After the children have studied the words, say, "Listen, see how many words I use in the story I am going to tell you." One day a little girl said to her mamma, "I wonder what makes the blue and yellow flowers seem to smile so sweet today." Pause here to let them write. Then the mamma replied, "I suppose it is because God sent the rain last night, and their stems are full of fresh water."

At other times let the children make stories.

**Manual and Art.**—This is the time of giving. What shall we give? To whom shall we give? Shall we give at all?

The children can make pretty blotters. Place a sewing card over the blotter and tie them together with ribbon. Pretty picture frames may also be cut out and sewed around the edge or on one corner.

Little calendars are easily made from mounted paper cuttings or crayola pictures mounted on pretty cover paper. A torn edge makes a pretty finish. In tearing an edge, tear the part to be discarded backward so the edge will be smooth on the right side.

A pretty decoration for the school is a festoon made of red and green paper of light weight. Use any length; cut it eight inches wide; fold twice lengthwise so there will be four thicknesses; make alternate cuttings, six inches deep on each side every four inches.

**FOURTH GRADE — Mrs. Irene Ayars**

**Bible Nature.**—During this period the sun, moon, and stars, and also the water and air animals are studied. These are interesting lessons and should be made such to the children. If you have access to a telescope, let the children see the moon and some of the planets through it. When teaching the lesson, "The Rising and Setting of the Sun," use a globe. Nearly every astronomy contains a picture of Saturn and his rings, with the rings colored. Show this to the class.

While studying the animals, the lessons can be made much more interesting and helpful by bringing the animals to class or taking the children where they can be seen.

Have the children make bird houses while studying about the birds, and encourage them to be kind to the birds.

As this period carries us to the middle of the year, it is a good plan to take time to review all the work covered so far this year. This should be done in all the classes. In some of the conferences midwinter examinations are given. Of course in these conferences these reviews will have to be given.

**Arithmetic.**—Keep up the drills on the multiplication tables. If you find that one or two in the class are not up with the tables, have one of the other pupils help them catch up, by giving special help.

Give examples and problems on the board to be worked by the class occasionally. This is a good plan, because all the answers to the problems in the book are given in the book. Sometimes you find, too, that more examples of certain kinds are needed than are given in the book. Give much drill work in class.

**Bible.**—Have the children draw maps and indicate on them all the places studied in the lessons.

Many good lessons that will help the children in building strong characters, may be brought out from the different lives studied. The life of Jacob shows how the Lord is able to change the character of a selfish man to that of a God-fearing man. The life of Joseph is especially good, because when but a young boy he had severe trials to pass through, but he was always true to principle.

See that the memory verses are well learned. Don't let a child go by one day without learning the memory verse. Review them frequently.

**Reading — Language.**—Always study the articulation and pronunciation drills at the beginning of the reading lessons. Many children can tell what a word is in the lesson from the context, but they would not recognize the word if it stood alone. These drills help such pupils.

Dictation lessons are good for teaching punctuation. Not more than one new con-

struction should be taught at once in a dictation lesson. First have the sentences studied by the pupils; then read the dictation lesson and let the children fill in the punctuation from memory. The sentences are corrected afterward by teacher and pupils. Of course the new construction should be studied in class before the dictation lesson. The lesson on page 137 is good for dictation.

Sentences like those found on page 165 are very good for drill work in punctuation. More on this order occasionally placed on the board would be good.

There are only two poems to be memorized in this period. The poem on page 162 is especially good for bringing out expression. Before having it memorized, see that each child can read it with proper expression.

**FIFTH GRADE — Olive Severs**

**Spelling.**—December suggests various designs for a folder cover, such as a snow scene, a holly spray. The folder itself cut in the shape of a holly leaf gives a very pleasing effect.

**Nature.**—1. Instead of continuing where we closed our November work, skip the chapter on Plants, leaving it for a spring month, and begin with chapter 7, page 200.

2. Tell the children the story of Galileo, who recanted, but said the earth was round just the same.

3. Distinguish by object lessons what cohesion, adhesion, and magnetism are. Cohesion is the power of God to hold particles of the same kind together (healing of a wound); adhesion is the power of God to hold particles of different kinds together (court-plaster on a wound); magnetism is the power of God to draw particles to a magnet (show a mariner's compass, if possible).

4. The seasons are hard for even older people to understand, so be patient with the children, but do not be satisfied until every pupil can explain the cause of the change of seasons. For helps use a large grapefruit or orange for the sun and a smaller brown ball for the earth. By sticking a hatpin through the ball, the slant of the earth's axis may be shown. To show the moon's phases, use a lighted lamp for the sun, a tennis ball for the earth, and a smaller ball for the moon. Be sure your results are definite.

5. Try to have the children locate at night some of the most interesting of the heavenly bodies. Help them find the Big Dipper, the North Star, and especially Orion. Explain the open place in the heavens, whence we are told the New Jerusalem will descend. A star chart of considerable size may be made by the Fourth and Fifth Grades, to be hung in the schoolroom.

6. Give drills in the use of the almanac.



**Reading.**—1. Have one child read a paragraph while the rest have their books closed, then have some one tell what has been read, and so on through the lesson.

2. Instead of reading a paragraph, let each read only a sentence, and try to keep the interest so keen that the thought will not be broken by a change in readers. This is a time when pupils may read without the calling of names.

**Language.**—Good original work may be obtained in Composition by using such subjects as "The Spirit of Christmas," "A Giving Hand." These papers should not be long, and may be decorated at the top by a Christmas seal. Encourage the pupils to condense thought and keep to the point.

**Bible.**—Make outlines, to be kept in the Bible notebook, of the kings of Israel and Judah. Consult page 254.

**Arithmetic.**—1. Be sure that each problem is labeled. The multiplicand and dividend should always be labeled; either the multiplier or the result labeled, and the other not; either the divisor or the quotient labeled, and the other not.

2. Impress on the pupils' minds the principles of multiplication (p. 63).

3. Have the children write tables in division thus:

$$\begin{array}{r} 0 \div 2 = 0 \\ 2 \div 2 = 1 \end{array} \qquad \begin{array}{r} 4 \div 2 = 2 \\ 6 \div 2 = 3 \end{array}$$

4. Never omit  $0 \times 2 = 0$  and  $0 \div 2 = 0$ , etc., for the 0 is often a stumblingblock.

#### SIXTH GRADE—Myrtle V. Maxwell

**Bible.**—"By beholding we become changed." What an opportunity the sixth grade Bible affords! As we behold Jesus in our lessons, let us help the children to realize that he met the same difficulties and trials that we have to meet. Make the lesson on the temptation of Jesus very real. Be sure every child reads the excellent chapters, "The Temptation" and "The Victory," in "Desire of Ages."

Lesson 40 gives us a good opportunity to notice Jesus' modesty. In Lesson 41 we see the power of his wonderful personality.

The chapter in "Desire of Ages" on Nicodemus is so good that it would be well to insist that all read it. I can remember how glad I was when I learned that Nicodemus was really converted, and how boldly he witnessed for Jesus later. Maybe some of your pupils will feel just as glad as I did.

Don't fail to read pages 88-96 of the book "Education" when the lessons on "The Call of the Disciples" are studied. Take a little time to study the disciples as they were when Jesus called them, and notice the wonderful transformation in their lives as they associated with Jesus. Help the pupils to see how be-

holding Christ transforms character. Don't merely teach about Jesus; teach Jesus.

**Nature.**—All our work this month is in geography. Many of the suggestions in "Teacher's Guide in Geography" are very helpful for the sixth grade, as well as for the seventh. The work must be thorough, and frequent and varied drills are necessary.

Require names of rivers, lakes, etc., to be learned in a certain regular order, and also recited in this order. Make much use of outline maps, requiring the pupils to supply the names of lakes, rivers, capes, peninsulas, etc.

Perhaps some of the children have letters from missionaries in different countries. Encourage free discussion of what the children learn of the different countries through these letters, as well as what they have learned by other means.

**Language.**—We have our first lessons in gender this month. Give sufficient drill on it now, and see that the subject is perfectly understood. In the parsing, be careful to simplify, and to require only that which the pupils have learned. Too many facts bewilder.

Pay particular attention to the work on page 125. Have the children say the proper forms until they cease to seem strange to them. Do not be satisfied to have your pupils simply learn synonyms, but insist that they use those they learn. Take care not to require too many compositions nor too much notebook work, lest you defeat the very purpose of them. Let your motto ever be, "Not how much, but how well."

#### SEVENTH GRADE—Frances A. Fry

**Bible, Map Locations.**—Draw in simple outline on the board a map of the countries bordering on the Mediterranean Sea. Copy from McKibbin's Outline Maps, No. 9. The teacher may point quickly from place to place on the map, saying "Province?" "Country?" "City?" the class should promptly respond either in concert or individually with "Phrygia," "Syria," "Jerusalem," whichever the case may be.

**Memory Verse Drill.**—The teacher names chapters in the book of Acts, and the children give the memory verses found in each chapter as it is named.

The teacher should have in mind a list of important events, such as the ascension, the day of Pentecost, the healing of the lame man, the sin of Ananias and Sapphira, Stephen's defense and death, the great persecution. This list is merely suggestive. The teacher names the event, and the children give the memory verse learned in connection with that particular event. In addition to giving the class a drill on the memory verses, this device will help to fix each event in its proper setting.

By EDWARD L. THORNDIKE  
Teachers' College, Columbia University, New York City

A SCALE FOR HANDWRITING OF CHILDREN IN GRADES 5 TO 8  
The use of the scale may be approximately indicated. The following letters are the best and some of the poorest examples of the handwriting of the children in grades 5 to 8. The letters are the work of the children in the first and second grades of the school named at the end of the scale. The letters are the work of the children in the first and second grades of the school named at the end of the scale.

<p>4  <i>acted on the              ail has my              slave and              served about down the              driveway to side</i></p>	<p>6  <i>gathering across them mil-              ted away in an instant. Being              mya for old lady</i></p>	<p>8  <i>found along down the driveway the              abundance of flowers by which had              gathering about them milk it away.</i></p> <p>The the carlessly gentleman stop-              ped lightly into Warren's carriage and              held out a small case, from whence he              found the ladies and the carriage moved</p>
<p>5  <i>ladies and the carriage              moved about down the              driveway to side</i></p>	<p>7  <i>and, John, mentioned behind the              bushes and the carriage moved</i></p>	<p>11  <i>Heaps more along down the              driveway. The outcome of our              day, about when milked way,              along the down the driveway.              The outcome of passes by which              had her gathering about them</i></p> <p>John vanished behind the              bushes and the carriage              moved along down the              driveway to the side.</p>
<p>9  <i>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence the ladies              by which had been gathering about them milked              set everyone an instant leaving only a pot              old lady on the curb. What if was daily</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</p>	<p>10  <i>The carlessly dressed gentleman              had been gathering about them milked way,              when Warren's carriage was from old lady on              the curb. What if was daily</i></p>	<p>14  <i>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage              and held out a small case, from              whence the ladies and the carriage moved</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</p>
<p>12  <i>lightly into Warren's carriage and held out a              small case, from whence the ladies              and the carriage moved along towards over              behind the bushes and the carriage moved              along down the driveway to the window              of doorway</i></p> <p>Then the carlessly dressed gentleman              stopped              lightly into Warren's carriage and held out a small              case, from whence behind the bushes and the</p>	<p>13  <i>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage              and held out a small case, from whence              the ladies and the carriage moved              along down the driveway to the window              of doorway</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</p>	<p>17  <i>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</p>
<p>15  <i>lightly into Warren's carriage and held out a              small case, from whence behind the bushes              and the carriage moved along down the drive              the ladies and the carriage moved              along down the driveway to the window              of doorway</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's              carriage and held out a small case, from whence</p>	<p>16  <i>Then the carlessly dressed gentleman              stopped lightly into Warren's              carriage and held out a small              case, from whence</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's              carriage and held out a small case, from whence</p>	<p>18  <i>showed that the sea and fall of the ladies              the attraction of the moon and sun upon</i></p> <p>Then the carlessly dressed gentleman              stopped lightly into Warren's carriage and              held out a small case, from whence</p>

Courtesy of the author and of Teachers' College, Columbia University, New York.

**Geography, Map Sketching.—SUGGESTIVE HINTS****South America**

Notice:

1. That the general shape of the continent is triangular.
2. That the mouth of the Amazon River is almost due east of the Gulf of Guayaquil.
3. That the Isthmus of Panama is south of the northwestern extremity of the continent.
4. That the most eastern and most western points of the continent are in about the same latitude.
5. That the mouth of the Plata River is midway between Cape Frio and the Strait of Magellan.

**Europe**

1. That the coast line of Norway is very irregular.
2. That Denmark projects into the cleft in the southern end of Norway and Sweden.
3. That the west coast of France is characterized by the peninsula that projects into the Atlantic just south of England.
4. That the west coast of Spain and Portugal is roughly irregular.
5. That Italy and Greece slant toward the southeast.
6. That Italy is the shape of a boot.
7. That Greece roughly resembles a hand cut almost in half.
8. That the Adriatic Sea is in approximately the same latitude as the Black Sea.
9. That the Black Sea has the shape of a slipper, and is due south of the White Sea.

It is not expected that the class will memorize these hints in outline map work. Their use is merely to make strong the mental image of certain characteristic portions of the outline.

**Grammar.**—In written work give the children some simple form to follow in the analysis of a sentence. Plan the work in such a way as to give the necessary drill and yet reduce the writing to a minimum.

**MODEL**

"The happy birds sang a sweet song in the early morning."

*Subject* noun, "birds."

*Adjective*, "happy."

*Article*, "the."

*Predicate* verb, "sang."

*Adverbial phrase*, "in the early morning."

*Object* noun, "song."

*Adjective*, "sweet."

*Article*, "a."

**Physiology and Hygiene.**—The sole purpose of the teaching of hygiene and physiology in the grades is to secure health habits in the children themselves. In the United States 670,000 people die every year whose lives might have been saved by reasonable precau-

tions and a recognition of the most simple laws which govern the human mechanism. The principles which are given the children are worth nothing unless they are vitalized and made practical in their everyday living.

Give the pupils "first aid" drills in which they put into practice the knowledge they have gained from the text. The following are the most common emergencies which may confront the children either at school or at home: Bruises, burns, open wounds, chilled fingers, poisoning by ivy or oak, nose-bleed, choking, severing an artery, fainting, drowning.

After a demonstration by the teacher of first aid in each of the foregoing accidents, which may be real or imaginary, give the pupils a drill in practicing upon each other. Such practical use will vitalize work in physiology and hygiene.

The following material should be found in every school:

Small bottle of hydrogen peroxide.

Simple bandages for fingers, hand, arms, and head.

Three antiseptic roller bandages—2 inch.

One triangular bandage.

Small package of adhesive tape.

Package of absorbent cotton.

Small bottle of camphor.

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

**Bible.**—Pages 308-369. The chapters on Prophecy, Nature of Man, Evil Angels, The Word Made Flesh, and the Death of Christ, are chiefly concerned with the theories underlying our religious beliefs.

**Suggestive Thoughts**

1. *Prophecy.*—The leaders of the church must have vision—they must see far ahead in order that the congregation may be led aright. A bishop is "one who sees." A prophet is especially gifted of God in discerning the future and teaching the people what to do. Christ condemned the scribes and Pharisees as being "blind guides." On account of these blind guides the Jews were destroyed and scattered.

2. *Nature of Man.*—Read the first seven chapters of "Here and Hereafter," by Uriah Smith, as a part of your own preparation. Emphasize the fact that man is wholly dependent upon God.

3. *Evil Angels.*—Read to the class the chapter on "The Fall of Heavenly Angels," in Evans's "Ministry of Angels."

4. Show the infinite power and mercy of God in making the Word flesh for our sakes.

5. Make a list of the benefits that have come to individuals and to the world on account of Christ's sacrifice.

The chapters on Prayer, Tithes and Offerings, the Church, Baptism, Ordinances, Apostasy, and the Reformation, primarily concern acts of the individual.

**Grammar.**—*The Perfect Tenses:* The compound tenses are so called "because of their more complex formation, and because the base of the verb not only denotes the verbal idea but denotes that idea in a completed state. The term "perfect" means completed, and so these tenses are also called the perfect tenses.

"In order to denote the perfect state of the verbal idea, we employ, not the name form of the verb, but the past participle, for this denotes the verbal idea in its completed state. The auxiliary is used to affirm this idea of the subject, and the verb form is complete. While the auxiliary predicates the verbal idea in a completed state, it also denotes the time of the action or state. Thus *written* denotes the act of writing in a complete or perfect state. The auxiliary *has* affirms that state, and denotes the time—present; *had* affirms the state, and denotes the time—past; *shall have* affirms the state, and denotes the time—future.

"In this connection, review the formation of participles, so the minds of the pupils may be refreshed on how they are formed and what they signify. A clear grasp of participles will simplify the study of the perfect tenses. An abundance of drill on irregular forms should be given."—*Grammar Manual.*"

**Penmanship.**—It is not too late to correct bad habits of penmanship that are due to haste, slovenliness, or the attempt on the part of some pupils to write in freak styles. While personality in penmanship has its place, strive to impress on the pupil that good penmanship avoids extravagant movements. Legibility should be the first aim, speed the last. Sometimes the pupils hear that it is a sign of being learned to write freakishly or illegibly. While older people tend to become careless, yet it is refreshing to see the penmanship of busy men like President Wilson or Disraeli. The latter was scrupulously careful in his handwriting, and so was George Washington.

The Thorndike Scale of Handwriting, reproduced on page 120, gives an excellent basis for the grading of penmanship. There are eighteen samples, which represent graded steps in the writing skill of 1,000 children, grades 5 to 8. While the table as shown here is greatly reduced, it should be studied carefully. We earnestly recommend you to purchase this scale and hang it on the wall for the pupils' study and comparison. Price 8 cents.

Ayers's Measuring Scale for Handwriting is also very valuable.

Illustrations of gross errors in letter formation are shown in Educational Bulletin No. 22, page 34.

(Continued on page 125)

## Our Question Box

QUES. 5.—*"Would you advise holding regular board meetings and parents' meetings each month in a small school, especially where misunderstandings are apt to exist concerning school problems?"*

It is not the teacher's place to call or hold board meetings. He may present business matters to the officers of the board, and let them call the meeting. The teacher may properly take the lead in holding parents' meetings. They can be held profitably once a month if carefully planned for in good season beforehand. The holding of these will often make fewer board meetings necessary.

QUES. 6.—*"Why should not institutes be run on schedule time? Why try to crowd too much in the given time?"*

Institutes and every other enterprise should be conducted on schedule time, or a new leader chosen. Nothing is more demoralizing than laxness in observing the time of appointments promptly. Fewer things well done are often better than to cram the program, but much depends on the dispatch with which business is done.

QUES. 7.—*"Shall we as church school teachers expect to teach for \$20 a month and our board? Would we do wrong to ask for more, especially if we have more than six grades, if the patrons will pay it?"*

The salary should be a matter of careful counsel by the superintendent, the teacher, and the board before school opens. Only in cases of emergency should an advance in salary be asked in the course of the school year. Board is worth a good deal nowadays.

QUES. 8.—*"Why could not time be saved and nervous energy conserved in our institutes by no one's repeating what some one else has previously stated?"*

Saving of time and energy is not the primary thing in an institute. Repetition is justified when it brings added evidence on a question or serves to impress a point. Pointless or threadbare repetition is withering to interest.

QUES. 9.—*"Of what use is the correspondence course when only half credit is given for it?"*

The questioner misunderstands the regulation. Correspondence studies are accorded full credit, but are accepted by our colleges and academies to cover only one half the subjects required to complete a given course. The other half of the subjects must be taken in some other way.

# HOME EDUCATION

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

## Nature Month by Month

W. C. JOHN

### Snowflakes

"HELP one another," the snowflakes said,  
As they cuddled down on their fleecy bed.  
"One of us here would not be felt,  
One of us there would quickly melt;  
But I'll help you, and you help me,  
And then what a splendid drift there'll be!"  
—Selected.

### December

DECEMBER is the first month of winter, although the almanac tells us that real winter does not begin until the day following the twenty-first of the month—or the shortest day in the year.

When winter comes, we notice four things: much cooler weather, shorter days, absence or less activity of animals, apparent or real death of plants.

*The Heavens.*—This is the last month we shall be able to see the planet Venus in the evening. We shall miss her after the sun has set, but if we get up early right after New Year's Day, we may see her shining over in the east. Jupiter will take the place of Venus as an evening star in January.

Let us also keep in mind that there will be a total eclipse of the moon the night of December 27.

*The Sky.*—The sky from time to time will be filled with grayish clouds which sprinkle upon the earth millions of snowflakes, so let us consider for a moment the way snowflakes are made. The sun heats the water in the rivers, lakes, and oceans, and causes a vapor to rise in the air just as you will notice when a teakettle is boiling. When this vapor is cooled it turns into clouds just as the hot vapor coming out of the kettle turns to steam on a cool day. When a cold wind strikes the cloud the vapor or steam is changed into little drops of water, or

condensed, as we say. Take a teakettle of boiling water, and direct the hot vapor coming out of the spout against a cold windowpane. Notice the cloud of steam as it forms, and watch how the water is dripping down the windowpane. This explains how rain is made. When the raindrops leave the clouds in winter weather they commence to freeze, and as they fall they are drawn out into beautifully shaped white crystals. Many of these are star-shaped.

Thus we see that snow is the result of heat and cold applied to water. If we apply a great deal of cold to water, it freezes into a solid mass called ice. When water is frozen it swells a little; this explains why the cardboard caps of milk bottles fly off when we leave the milk out of doors too long.

Water freezes at a temperature of 32° F.

### SUGGESTIVE QUESTIONS

(Answers to be based on the child's observations.)

1. What other groups of stars do you recognize besides the Dippers and Cassiopeia?
2. Are snowflakes all the same size?
3. What beautiful forms do the snowflakes take when they fall, as seen on a smooth walk?
4. What beautiful forms does ice take as it freezes on the windowpane?
5. How deep does the snow get where you live?
6. How thick does the ice get where you live?
7. What are some of the uses of ice and snow?

*The Animal Kingdom.*—Winter causes animals to do one of two things, to prepare for it or to run away from it. The larger animals, such as horses, cows, dogs, cats, grow thicker and longer hair. Chickens and the birds of the air that

do not go south, have thicker feathers, which are not so brilliant.

Other animals, like bears, snakes, marmots, and bats, find caves, holes, and secluded places where they sleep nearly the whole winter long. These animals are usually fat when they take to their winter beds, but when they wake up they are very thin. We call this long sleep hibernation. Toads hide under the earth and frogs crawl under rocks in the creeks and rivers. Insects either hide them-



Frog in His Winter Bed

selves under big stones and old boards, or wrap themselves up in silky cocoons which keep out the cold.

Most of the birds are wintering in the far south, that they may avoid the cold weather. God has thus prepared for every animal a means of protection against cold.

*The Vegetable Kingdom.*—Vegetation seems dead, yet everything in nature is doing its part in preparation for next spring. The dead leaves on the ground are covered with snow, and as time passes, the leaves decay and make the soil rich. The new spring sap will get the benefit of the old autumn leaves.

As the trees are bare we can study the buds, branches, and trunks. Notice how the buds are covered with a waterproof varnish. This protects them till the fresh sap comes and starts the new leaves and flowers.

Notice the different kinds of tree trunks. Some are very tall and slender, with smooth bark, others tall and thick, with rough bark. There are many other kinds of forms and shapes of trees. Watch how the branches grow out from the trunk. Study the oak, maple, poplar,

pine, walnut, elm, and other trees. How can we distinguish them?

We should be grateful to the trees, because we owe a great deal to them for food and shelter, and material for tools and other things that we need.

#### SUGGESTIVE QUESTIONS

1. What kinds of trees have you on your place?
2. How can you tell an oak, a maple, or a pine?
3. Where can you get slippery elm?
4. How many smooth-barked trees do you know? How many rough-barked ones?
5. Can you tell the grain of the different kinds of wood?
6. Name some hard and some soft woods.

#### SUGGESTIVE ACTIVITIES

1. Paste on dark-blue paper white stars in the shape of the constellations.
2. Make drawings of snowflake forms. (The two-pound cartons of "Jack Frost" sugar have interesting pictures of snow and frost crystals.)
3. Experiment with a teakettle of boiling water.
4. Fill an old bottle with water. Cork the bottle up tight, and leave it out till it freezes solid. What happens and why?
5. Find out the different kinds of wood used in picture frames, rulers, and pencils; in the furniture, house, barn, and fences.

### A Language Lesson at Home

RECENTLY a mother took her little eight-year-old girl out for a walk. On the way home the mother said, "Mary, wouldn't you like to know something about language?" "Yes," said Mary.

*Mother:* "Now in language we learn about the words we use, and what these words do. We study about words just as we do about plants and animals. Suppose you tell me the names of some things that you know."

*Mary:* "Star, tree, leaf, grass, chicken, kitty, Rover."

*Mother:* "You have just told me the names of seven things, so what kind of words shall we call them?"

*Mary:* "I guess I should call them *name-words*."

*Mother:* "That's right, they are name-words; now tell me five more name-words."

Mary: "Oh, I can tell you more than five. Why, everything I play with and everything I eat has a name."

Mother: "On our way back you may tell the names of all the animals you know."

Mary: "All right, I want to begin now."

Mother: "Very well, let us see how many name-words of animals you can give me."

Mary: "Cat, mouse, dog, puppy, cow, chicken, horse, and lots more."

Mother: "Now tell me the names of some flowers."

Mary: "Geranium, goldenrod, violet, rose, pansy."

Mother: "Very good, Mary, next time we take a walk you may tell me the words used to name other things you have seen."

### Potting Plants

THE United States Department of Agriculture says that a good soil for potting plants may be made up of equal parts of a good loam, clean sand, and well-rotted manure or compost, all worked through a coarse sieve. It also enumerates the following essentials of good potting:

- (a) The soil should be moderately moist throughout.
- (b) The pot should be clean and soaked in water before being used.
- (c) The pot should be of a size suited to the plant.
- (d) Pots four inches in diameter and larger should be filled one-fourth full of pieces of broken pots or small stones, to provide for drainage.
- (e) The plant should be placed at the proper depth and in the center of the pot.
- (f) The soil should be filled about the roots carefully by hand, then made compact by pressure with the thumbs.
- (g) The plant should be watered thoroughly after potting, and then placed away from direct light for a day or two, until it is established in the new soil.
- (h) As the plants grow so that their roots fill the pot, they should be shifted to lighter places if they are intended for inside use.

Let us plan to have many choice potted plants in our homes and schools.

### 8th, 9th, and 10th Grades

(Continued from page 122)

#### NINTH GRADE

**Bible.**—Lessons 25-33. These lessons are full of practical interest. Now, just as in Christ's day, evil men are seeking to devour the lambs of God's fold. The great war is letting loose upon the world a flood of evil that will test every boy and girl.

Show how the wealth and prosperity of professed Christians lead to pride and corruption. Are the woes Jesus pronounced applicable now?

Summarize on the blackboard the parables learned, and opposite each one write, in a few words, the principle that is involved or the lesson taught.

**Composition.**—Chapters 8 to 10. Coherence in the paragraph is more difficult of attainment at this period of the pupil's experience than later on. Things are seen and felt, but there is difficulty in holding to the subject; the main thought tends to become lost in secondary detail or irrelevant matters. Follow closely the author's methods of criticism.

Emphasis may be gained by criticizing the paragraph for the relative strength of the primary and secondary thoughts. First things should be first, and second should be second.

If the grammar review has not been sufficient during the year, emphasize the work in Chapter 10. For additional grammar drill see Rine's "Essentials of English," Part One.

**Algebra, Factoring.**—The key to successful algebraic computation is the ability to factor. Complete failure will result in future work if this topic is not mastered. Follow closely the directions given on page 135 of the textbook.

As the class progresses and learns new factoring types, give daily reviews of the forms previously learned.

#### TENTH GRADE

**General History.**—Pages 274-371. The Roman Empire should be studied not only from the secular standpoint but also in its relation to prophecy. See "Thoughts on Daniel and the Revelation," by U. Smith. Study portions of Chapter 11 of Part I, also Chapter 2 of Part II. Note especially pages 429, 430.

**Rhetoric.**—Pages 153-194. Unity, Coherence, and Emphasis also mean that all parts of the composition are in right relation. Many illustrations may be drawn from examples in art, architecture, and nature; a perfect picture, building, or tree shows these characteristics.

Ask each member of the class to bring in an outline study, written in an expository style, of a chapter from some well-known book, such as "Steps to Christ." Let the class assist in a critical study of unity, coherence, and emphasis, as shown in these outlines.

# CHRISTIAN EDUCATOR

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## Grammar Manual

A COPY of the new "Grammar Manual" by W. E. Howell has just been received. It is to accompany Bell's "Natural Method in English, Revised." Teachers using this book will be greatly helped in presenting the different topics treated in the grammar. Order through your tract society.

## Require Manual Training

THE Educational Secretary of the Lake Union Conference has announced to his superintendents his purpose to adhere strictly to the requirement of a credit in some line of Manual Training before issuing any certificates of promotion to pupils. This is as it ought to be, and we hope that our other Union Educational secretaries are pursuing the same policy.

## Announcements

MESSRS. DOUBLEDAY, PAGE AND COMPANY announce the establishment of an Educational Department of Publication, in which they purpose to develop new textbooks adapted to the changes that are coming about in the needs of the people in Economics, History, Geography, and Science. They invite the attention of authors to this new department.

A SPECIALIST in commercial education, Dr. Glen L. Swiggett, has been appointed to the United States Bureau of Education. In this new work the Bureau proposes to investigate local, State, and national educational opportunities for business training, to recommend courses of study, and to cooperate, through advice and council, in the establishment of the proper relations between opportunity for training and the needs of business.

## Books and Magazines

"ENGLISH RHETORIC."—By William Allen Wilbur, A. M., Litt. D., Professor of English in the George Washington University and Dean of Columbian College. 315 pages. Second edition, 1917. Published by the author at the Press of Judd & Detweiler, Inc., Washington, D. C.

There are relatively few first-class textbooks of college rhetoric, but we feel justified in ranking Dean Wilbur's new rhetoric among the best that have appeared in the last few years. Other rhetorics there are, excellent in content, style, and method, but none have attempted to ground the English language in the deep and fundamental terms of the spiritual experience of man. With this in mind, the Dean says, "The general Christian conception of the final state of blessedness is the attainment of perfection and the *power of perfect expression.*" "English quality is in English speech. To write English naturally, be sincere, energetic, self-reliant, brave, sympathetic, religious; these are characteristics of the English-speaking race. If you would write English, *be* English."

Speaking of poetry, he says: "Man was made in the image of God, and the impulses of poetry are the creative impulses of his divine heritage." "It is possible for man to work so that the things he makes are good, and to think so that the creations of his mind are expressive of the divine harmony." "The oldest tongue of all this world was the language of man while yet the soul was pure and uncontaminated by evil." "No man should write poetry unless his heart is pure so that he can see God, and so that he can experience the beauty of the works of God."

In the chapter on Argumentation much of value is found for ministers and other public workers. The editor, the essayist, and other classes of literary workers are not neglected.

The book contains twelve chapters, as follows: The Subject, Prose, Poetry, Narration, Description, Exposition, Argumentation, The Composition, The Paragraph, The Sentence, The Word, The Syllable. There are also added: Questions on English Rhetoric, Themes for Paragraph Writing, and Special Studies.

This textbook should be in every academy and college library, and in the hands of every teacher and advanced student of English. We especially recommend this book on account of its spiritual tone, the clearness of the author's style, the excellent method used in presenting the subject, and the completeness of the illustrations and examples.



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