

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. III

September-October, 1911

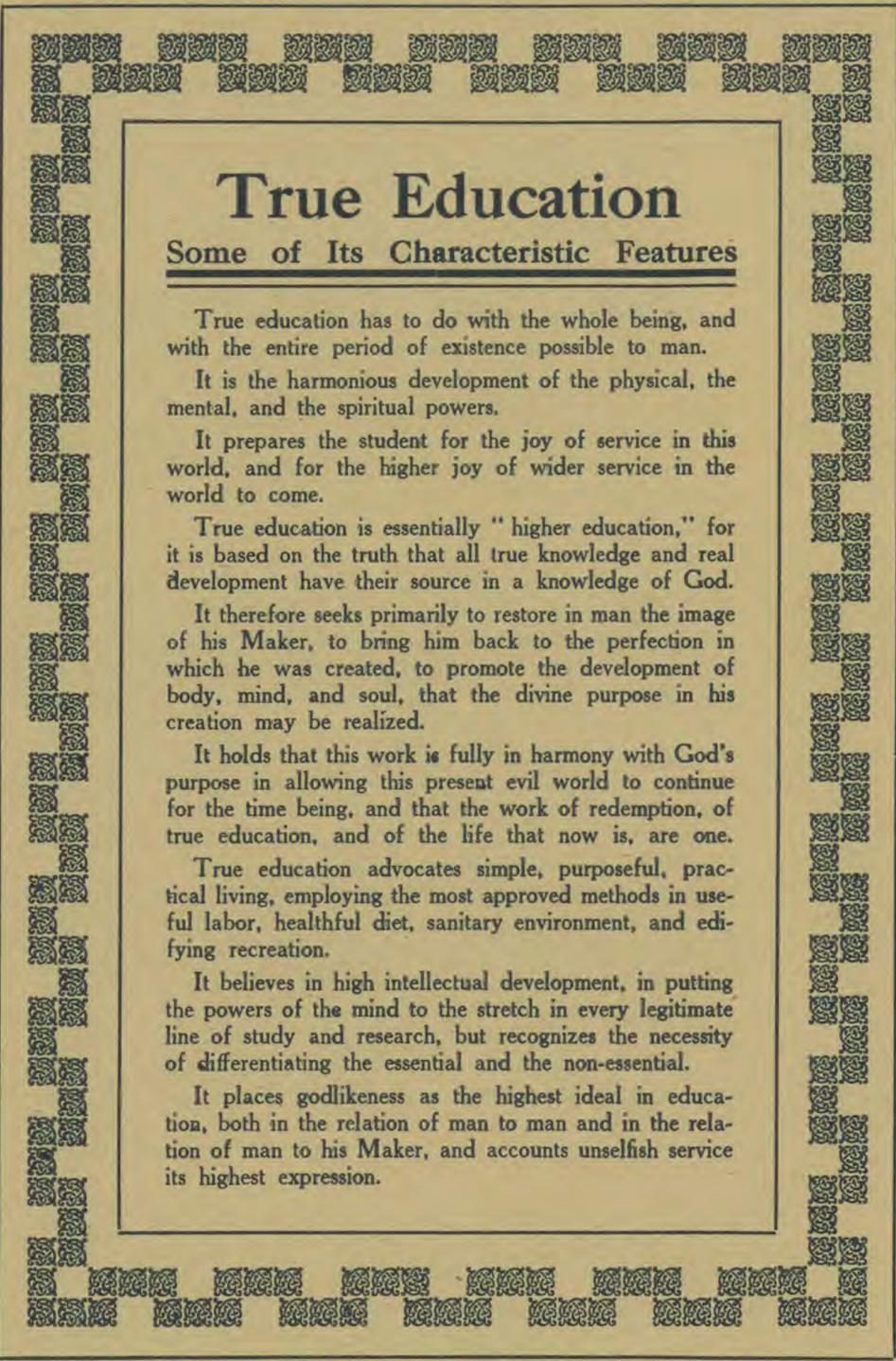
No. 1

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True Education

Some of Its Characteristic Features

True education has to do with the whole being, and with the entire period of existence possible to man.

It is the harmonious development of the physical, the mental, and the spiritual powers.

It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come.

True education is essentially "higher education," for it is based on the truth that all true knowledge and real development have their source in a knowledge of God.

It therefore seeks primarily to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation may be realized.

It holds that this work is fully in harmony with God's purpose in allowing this present evil world to continue for the time being, and that the work of redemption, of true education, and of the life that now is, are one.

True education advocates simple, purposeful, practical living, employing the most approved methods in useful labor, healthful diet, sanitary environment, and edifying recreation.

It believes in high intellectual development, in putting the powers of the mind to the stretch in every legitimate line of study and research, but recognizes the necessity of differentiating the essential and the non-essential.

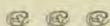
It places godlikeness as the highest ideal in education, both in the relation of man to man and in the relation of man to his Maker, and accounts unselfish service its highest expression.

THIS IS A MAGAZINE



FOR THE HOME

THE home is the child's first school. It was originally intended to be its only school. It is still the place where the foundations are laid for both the character and the career of the child.



For these reasons no school system should fail to provide for the educational needs of the home. Every home should recognize its intimate, vital relations to the school.



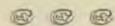
This magazine carries a Home School department. Give it a careful reading in this number. Read also our editorial, "Help and Encouragement for Parents."

FOR THE SCHOOL

Next in importance to the home is the school. The teacher is a helper to the parent, virtually a second mother or father to the child.



The teacher should acquaint himself with the home. The parent should keep in close touch with the work of the school. This magazine will help in both ways.



Subscribe for this magazine. Show it to your neighbor, and ask him to subscribe. Parents need it. Teachers need it. Our young people need it.



Make use of the enclosed subscription blank.



BOL (Ferdinand) (1616-1680)
Portrait d'un Mathématicien

Christian Education

Vol. III

Washington, D. C., September-October, 1911

No. 1

First Days of the New Student

[At the last moment before going to press, the following paper came to our desk in a general letter from Prof. Frederick Griggs, section secretary of School Administration. This paper was read by Mrs. Anna E. Shepherd in the Administration Seminar, conducted once a week at Union College during the past year. Though not sent to us specially for publication, we take pleasure in presenting it to our readers, both on its own merits and as a fair sample of what may be accomplished by the proper activity of our section leaders and members.— Ed.]

THE first week is a week of much importance to the new student, and time and attention should be freely given him by old students and teachers. It is a time when small favors are gratefully received and long remembered; when influence tells for more than during many weeks of association later in the year. The feeling of loneliness that comes when the train pulls out of the home station, increases as the hours pass by until he steps from the train with a great longing in his heart to see a familiar face. It is then that our affable, courteous committee of young people, with their pleasant greetings and kindly offers of aid in looking after baggage and giving information in regard to car service and the way to reach the school, recommend it as a place where associations will be pleasant.

Preceptor and Preceptress

Preceptors and preceptresses wish to meet and greet the students upon their arrival. The student is expecting much from these teachers; for are not they to fill the place of mother and father to him for nine long months? And months never looked so long before. It is they who are to minister to his wants and needs in sickness and health, to know of his outgoings and incomings, to welcome his friends and provide for their comfort, to rejoice in his joys and sympathize in his sorrows; and he decides in this first meeting what his school home is to be to him. It is well that they appear before him with much of the love of God in their hearts; for "out of the abundance of the heart the mouth speaketh," and unconsciously one either attracts or repels. They should seek in this first meeting to have the student feel that they are not unfavorably impressed with him.

The new students will feel less lonely if two go together to the room prepared for their use until their trunks come. Do not neglect to say, "This is not a permanent arrangement, but after your trunks

come you may select a room and a roommate." Then they may be left to remove the dust of travel and to make the few necessary arrangements in their toilet before going to the dining-room. If there is time for a nap, it is well to suggest that they may be refreshed by taking it, and that you will call for them in time for the coming meal; or if they awaken and desire to come to the reception-room, you will meet them there for a little talk in regard to the school method of dining-room service, which is very simple. A few hints will suffice to prevent mortifying blunders.

There will not be time for more than this instruction on table etiquette until after luncheon, when they gather in your room for the quiet evening visit. This will be your opportunity for giving information in an informal way. It is to the new student the most homelike time of the day. All the home family are here talking together, and acquaintances are formed more quickly than in other places. Invite the students to your room every night during the first week of school.

Call your family together for prayers the first evening after they come, even if it should be two or three days before school opens. It may be some one has never known a day to pass without the family's gathering to seek the Lord, and in the loneliness that comes with twilight this friendship between you and the Father they love draws them closer to you. This prayer is a reminder of the prayer that is being offered in the home circle, and good resolves are strengthened. If it should be otherwise, and this be an unusual occurrence, the frame of mind is such that the impression will be helpful and lasting.

Direct the student to the president's office, the business office, the post-office, and the bookstore; show him the chapel, and the faculty room, where he must go to matriculate. Be interested in the subjects selected for the term's work. Comment on each one of his teachers; your remarks make him feel half acquainted, and he enters upon his work with a kindly feeling that soon ripens into friendship. Introduce him to the "old students," speaking of their good traits of character. He is more interested in these than in where the students came from or what books they study. Take him to the library and museum. Explain the bells to him; these are likely to seem confusing for a few days. Go through the kitchen and serving-room, calling attention to the different kinds of work for the student there. Take him to the creamery, that he may see the care taken of the milk and the water. Show him the public parlor, saying, "Here is where we gather for worship and other pleasant times."

The association in domestic work is pleasant as well as profitable; therefore say, "These are busy days for our matron, as her family is increasing more rapidly than her help, and you will give her pleasure by asking if she has any need of help from you. An hour's work a day is expected of each student, and it is better to begin at once and not let the hours accumulate against you." To keep him happy, keep him busy.

In the selection of rooms be cheerful and patient, even if you must show all the rooms more than once to each student. Bear in mind that none of them seem attractive, as they are without curtains, carpets, pictures, or any bric-a-brac. Not every one can see with the mind's eye the change these will make in the appearance of the room, and they all seem cheerless to him. Talk pleasantly, and tell him that when dresser, table, and stand are covered, the room will look more homelike.

The Matron

The new student is presented to the matron most frequently by the preceptor or preceptress in the dining-room. She takes time to shake hands and express a welcome before saying, "Come with me, and I will find a place for you at one of the tables." She presents him to the hostess, who presents him first to the host, and then to the other members of her table. The matron has one server acquainted with the service to assist the hostess. When the student comes for domestic work, the first question is for the work apron. If the trunk has not come, she kindly offers the use of an apron for an hour. This shows an interest in the "best dress" that is appreciated. Until the trunk comes, work should be given that will not soil the clothing too much, and then the matron appoints work according to her need, using care not to permit the uncomplaining to work to the point of weariness. To say, "You have been at this work a long time, do you not want to rest now?" would meet a pleasant response, be it "yes" or "no." Give the information that the domestic work will be changed to accommodate the class work, as students frequently think they can not take a class if it comes at an hour when they have been assigned work. Inquire the length of time they can work.

Have the rooms to be occupied by the students, in perfect order, free from dust or dirt of any kind, the beds made, the bedding clean and in good condition. Have soap in the soap dish, fresh water in the pitcher, and two clean towels. No one should use a towel that has been used by some one else. Meet kindly the demands that come late in the evening for warm water or a little luncheon. Take time to answer pleasantly questions that may seem unnecessary.

The President

The president should give some time to the new student. Recall the time and place they met, or the letter received from or about him; express pleasure that he has come to the college this year; show an interest in him individually; ask where his room is, and if it is satisfactory; if he is out of the home, with whom he is stopping. Inquire in regard to his comfort and accommodations, room and board, the opportunities for study, the number of hours he must work, how he likes the school and his teachers, and his studies as arranged for this term's work. Inquire in regard to his health, and if he thinks his work is too heavy or not heavy enough. Know that he is taking Bible, or get his reasons for not desiring to do so this term. It is an opportunity to speak

upon a subject near your own heart. The student is thankful for the interest manifested in him, and will consider the subject for that reason if for no other. Help him to feel, as he leaves the office, that he has found a friend for life.

The Business Manager

The business manager is always the busy man, but he always has time for a kindly greeting and a cordial welcome to each student. He fully realizes that with many this is their first business transaction, and that things common to him seem complicated to them; he therefore patiently explains the details of expenses and remunerations. He speaks kindly of his helpers in the office, and invites the student to come to them for any information in their line.

The Registrar

The registration committee owes to the new student all the wisdom, experience, and patience necessary for those having little knowledge of what they want or can have, and does for them what they can not do for themselves. It is disappointing to find that cherished plans can not be perfected, and that the end is farther in the future than had been expected. But kindly expression of sympathy and offers of help that can be given, give confidence in the words, "You will be thankful for this extra work when you have finished the course."

The Teachers

Become personally acquainted with the new students as soon as possible. Teachers will not assign too long lessons, knowing that some time is necessary to acquire concentration after a long vacation, and the lessons can be lengthened with ease after the student has brought his roving thoughts into captivity, and gets settled down to work. Give more written work now than later on; to the student all is too strange for him to control either thoughts or words enough to make a good recitation, and he realizes his failure keenly, even if the teacher refrains from commenting on it. Moreover, he needs the written work to employ his time out of school hours, in addition to the industries.

Duty of Old Students

They should be encouraged to become acquainted with the new students without formal introduction; to invite new students to attend Sabbath-school and church with them and to join the prayer bands; to invite them to walks and sightseeing about the school building and the home; to impart such information about future work as would help in drawing out or suggesting new ideas that may strengthen the new student in his purposes for future usefulness.

Now is our golden opportunity for expressing all the kindly thoughts that are stored away in our hearts for one another. We are talking with strangers about their new acquaintances, with whom they hope to be friends, and every word of commendation awakens a responsive throb of joy in their hearts, and will be a permanent help to them.



The Teacher's Attitude Toward Agricultural Study

BY LOUIS A. DAHL

IN a previous number of this journal (Vol. II, No. 2) it was made quite clear that the study of agricultural science is an excellent basis for the correlation of the sciences. It includes all the natural sciences, interrelates them, and establishes their relations with the conditions surrounding the student. It is hardly necessary to urge the necessity of the study of agricultural science in Christian schools, but there is too little recognition of its proper place in the course of study. Too many teachers think of it as a study of secondary importance, and are disposed to join heartily in the good (?) work of preventing it from crowding out the work of their more important departments.

While teachers seldom assume active opposition to the agricultural study, it is really true that many oppose by not helping where their help is needed. The agricultural instructor should never be alone in pushing the agricultural work. In view of the fact that the study of agricultural science forms a good basis for all science study, it necessarily follows that the instructors in the science department should be especially zealous in aiding that work. The science teacher who does not do his part in helping the agricultural work is short-sighted. He is slighting that which would be the best means of establishing his own work on a rock foundation.

The agricultural part of our educational work will never be what it should be until scientific men aid in the work of advancing it. In the secular agricultural schools agriculture has been advanced by scientific knowledge, and so it should be in our schools. It is not until we recognize this that our agricultural work will reach the high standard which it should attain. This gives the science instructor a responsibility which he should not evade, because the work will be hindered without his cooperation.

It will be of no benefit to our work in general for our schools to graduate men who have a training in the sciences, but who have no idea how those sciences are applied in the every-day affairs of life. This is especially true of men who take advanced work in the sciences merely for the sake of the sciences themselves. The chemist who has studied physical chemistry for the sake of physical chemistry can tell us readily why an excess of ammonium chlorid is necessary to prevent the

precipitation of magnesium with the elements of the ammonium sulphid group; but he can not tell us so readily how that same law of solution applies to the conservation of the elements of fertility in the soil. Although he has had many scientific problems to solve during his course of study, they have been laboratory problems, and he finds their application in the laboratory. It is a fact that every chemical and physical law has some application in agricultural science, and it would be much better for the student to learn the laws of physics and chemistry in these applications rather than in the mechanical details of laboratory work.

To avoid being misunderstood I will give one illustration of how this principle might be applied. Our laboratory work in qualitative analysis is the application of certain laws of solution, few in number. The student spends from three to six months learning to apply these few laws to the detection of elements in inorganic compounds. Unless he plans to study advanced chemistry, he has learned few facts which he can ever apply in a practical way. Why is it necessary? Is it for its "culture value"? So far as culture value and every other value are concerned, would it not be more profitable to him to spend the time in studying the application of the same laws to living processes rather than to laboratory processes? These laws have their application in soil fertility, plant nutrition, and animal nutrition. Having a part in animal nutrition, they apply not only on the farm, but in physiology and domestic science. Let us place the two systems upon our mental balances, and weigh them. On one side we have a few valuable principles plus some useless facts. On the other side we have the same valuable principles plus some useful facts. Which shall it be?

This illustration of the improvement of a scientific study through a proper recognition of agriculture as a correlating science, is only one of many which could be made. But it is not to be expected that such improvements can be brought about in a day. Our science instructors have not received such training themselves, and consequently are not prepared to make wholesale changes. But it would be well if all who are teaching or planning to teach the sciences would study the applications of their sciences to agriculture, so as to be prepared to keep up with advances made in that direction. The advancement of our educational work depends to a great extent upon the attitude of our teachers toward the agricultural work. "Some do not appreciate the value of agricultural work. These should not plan for our schools; for they will hold everything from advancing in right lines. In the past their influence has been a hindrance." Shall our influence be for or against the advancement of our educational work "in right lines"?

The Spirit and Purpose of Discipline¹

BY N. W. LAWRENCE

THE word discipline, like many other words in the English language, has come to convey generally a much modified and restricted sense from what it did originally. It is from the same root as the word disciple, which primarily means a learner, a follower. The word discipline means to teach, to train, to instruct. Thus, when applied to school work, we say that certain drills and exercises in the class recitation are intended to discipline the mind. In common life, we submit to the trying experiences and changes in our lot as a necessary discipline of character.

But somehow we have come quite generally to connect this word with the idea of correction and punishment, especially when referring to its application to our school work. This I take to be its intent in our topic — The Spirit and Purpose of Discipline.

The Purpose

It will be noticed that two points are presented for discussion; first, the spirit of discipline, and second, the purpose of discipline. I will consider them in the reverse order, however, as being a more natural order for discussion; but in all that is said, I shall hold to the original idea of the word as the proper idea and purpose — *to train, to instruct.*

The one in whose hands authority is placed becomes the minister of necessary discipline. He is by that fact made responsible for the correcting of wrong and error in so far as his authority extends, whether it be in the family, the school, the church, or the state. Just to the degree that he understands the true purpose of his authority, and that he executes his authority with promptness and discretion, will his authority and ministration become a blessing to himself and to those under his influence.

Abraham was an expert disciplinarian, having at one time several hundred men under his personal control, besides women and children, as members of his own household. Every Bible student remembers how quickly his forces were prepared for action in the rescue of Lot from the hand of the Eastern kings; showing a perfectly organized force and a thoroughly disciplined army. The Lord himself said, "For I know him, that he will command his children and his household after him, and they shall keep the way of the Lord, to do justice and judgment." Gen. 18: 19.

Here we have the secret of the true purpose of discipline, that "they shall keep the way of the Lord, to do justice and judgment." In other words, those under the master hand of authority, shall learn to become self-reliant, faithful in the use of their God-given powers, helpful, intelligent beings among their fellows. In fact, it is definitely stated through the Lord's servant in our day that "the object of discipline is

¹ Read at the North Pacific Union Teachers' Institute, July, 1911.

the *training* of the child for self-government." "One of the *first* lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he *may be taught* to obey. By gentle, persistent effort, the *habit* should be established. Thus, to a large degree, may be prevented those later conflicts between will and authority that do so much to create alienation and bitterness toward parents and teachers, and too often, resistance of *all* authority, human and divine." Here is indicated the importance not only of thorough and intelligent discipline in the home and in the church-school in the early years of the child's life, but also the cause of much of the disappointment and failure that follow misunderstanding or neglect in this line.

I desire to emphasize the thought of habit in obedience, which the words just quoted say should be established. Upon this habit depends largely the life happiness of the child, as well as his usefulness. What a contrast between the pleasures of the habitually obedient child, and the one unrestrained, uncontrolled! A gentle word or wish or command suffices to change the course of the obedient. He rests content in his trust in, and confiding love for, the one in authority, be it parent, teacher, or spiritual adviser. Not so with the petulant, self-willed, and habitually disobedient child, who resists the hand of authority, screaming out his determination to have his own will and way, or, perhaps, throwing himself in a fit of madness upon the floor, hoping thus to gain his point. Which of the two is the happier child? Which is forming character in such a way as to manifest self-reliance, self-control? Which will be able to meet the hardships and disappointments of life patiently, courageously, cheerfully? One needs only to visit a few homes or a few schools to find object-lessons illustrating both sides of this question, and the answer is plain.

Parents and teachers stand, as it were, at the parting of the ways — at the forks in the road. What the future of the child's life will be does not rest so much upon the number of Bible verses he is taught to repeat, or facts of Bible history he can relate, as upon his early appreciation of, and respect for, proper and just authority. Hence the solemn duty and the glorious privilege as well that come to us as parents and teachers in this matter of just and proper discipline. To the one who hesitates or falters in his work of correction, I would say, in the words of another, "The *greatest wrong* done to a child or youth is to allow him to become fastened in the bondage of evil habit." "Neither in the home nor in the school should disobedience be tolerated. No parent nor teacher who has at heart the well-being of those under his care will compromise with the stubborn self-will that defies authority or resorts to subterfuge or evasion in order to escape obedience. It is *not love* but *sentimentalism* that palters with wrong-doing, seeks by coaxing or bribes to secure compliance, and finally accepts some substitute in the place of the thing required." Just regulations work hardship upon none, and when uniformly obeyed, strengthen character.

It will not be necessary to enlarge upon this part of our subject.

There is but one broad underlying purpose in true and just discipline, which, if ever kept in mind, will do away with the great majority of minor problems and difficulties that grow out of experience in this work, and will make for success in every feature of school work. I will simply add one more quotation from the book "Education" to fix the purpose more thoroughly in mind:—

"The *true object* of reproof is gained only when the wrong-doer himself is led to see his fault, and his will is enlisted for its correction."

The Spirit

What has already been said in regard to the *purpose* of discipline, has prepared the mind to recognize the spirit in which discipline should be administered. Striking at once at the root of the matter, we repeat the words of the Master Teacher recorded in Luke 6:31: "As ye would that men should do to you, do ye also to them likewise." Here is a rule universal in its application; one that can be relied upon to adjust a multitude of the common perplexities of both home and school discipline. It leads always to the question, "What is best for the one under discipline?" rather than to any consideration of impatience or impulse on the part of the administrator. Anything like faultfinding, bitter censure, or harshness only serves to harden, to encourage resistance, to cause deeper purposes of rebellion, but never to reform. To administer correction properly one must manifest a helpful sympathy for the erring, point out the weakness in love, kindly show the results of disobedience as affecting both the doer and those within his circle of influence; and when necessary, explain how not only his welfare, but also that of the entire home, school, or neighborhood rests upon the proper execution of authority.

Such correction need be no less firm or effective for the spirit in which it is given, but it does seek to reach the secret springs of reason, self-respect, honor, and justice. It tends to call forth the better impulses of the soul, and thus strengthens the will and builds up the foundations of character. Even the apparently incorrigible may often be melted, as it were, into a faithful, trustworthy helper by this method. "Let the teacher gain the confidence of the tempted one, and by recognizing and developing the *good* in his character, he can, in many cases, correct the evil without calling attention to it."—"Education."

Much might be said with profit on the qualifications and character of the teacher in relation to discipline, the question of rules and regulations, the methods of execution, etc., but with these simple broad principles well understood and heeded, the youngest and most inexperienced may succeed.

"This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait. It is a work than which nothing can be more important."—"Education."

EDITORIAL

Notes

WE shall not have much to say this time, for space is so precious — almost as much left out as put in. How greatly we need to add four numbers to our volume! Solution: enlarge that subscription list.

ALL our educational workers are cordially invited to contribute of their experiences and views to any department of this journal. We like voluntary contributions, hot from the forge and the anvil.

TO every parent we earnestly commend a careful reading of "Child Education at Home" in our Home School department, as also of the other excellent matter found there.

OUR old readers will observe some changes and new features in the make-up of this number. The Teachers' Reading Course appears for the first time, and according to the present plan, will become a permanent department for at least five years. The much-called-for Teachers' Round Table, with question box, is introduced. We have chosen "The Normal" as a heading for that class of matter which has been used to some extent heretofore, but which takes on more extensively in this number a systematic, serial character, paralleling for the most part the current schoolroom work through the year. The Primary School is blended with the Normal, but we should like all our teachers to understand that matter similar to that used heretofore in the Primary School, will still be acceptable.

ALL our colleges except Pacific Union and College of Medical Evangelists open September 13. Out of twenty-eight secondary schools whose calendars we have, all but three open within the month of September. The Foreign Mission Seminary opens September 20. The Fireside Correspondence School has its third annual opening on Monday, October 2.

FROM May to July, the editor visited all our leading schools in Europe, studying their local problems, giving of his counsel, and gathering valuable information. In July, the associate editor enjoyed the much-valued privilege of attending the Pacific Union and the North Pacific Union educational conventions, and of visiting Pacific Union College, College of Medical Evangelists, Lodi Normal Academy, Walla Walla College, Danish-Norwegian Academy, and the union summer school of the Central and Northern unions at Hutchinson, Minn. We feel much helped and encouraged from these visits, and we shall have more to say of them later.

W. E. H.

The Reading Course for Teachers

WITH this number of the journal begin the outlines for the Teachers' Reading Course, in accordance with the action of the meeting of the Department held March 8, 1911, when it was —

Voted, To arrange a universal reading course for teachers, to be required for the renewal of teacher's certificate.

Voted, That the Department issue review requirements of the Reading Course, and blank cards of credit to be filled out and signed by the proper union or local officer.

Voted, That the educational journal be the medium for a running outline of the Reading Course.

The two books selected for this year are "Education," by Mrs. E. G. White, and "Waymarks for Teachers," by Sarah Louise Arnold.

There may be a question in the minds of some why "Education" should be used at this time, rather than a more technical book. This reading course has been carefully planned to extend over a period of years, and each year's books are selected so as to build upon the work of the previous year. For that reason, it was thought best to base this series of educational studies upon a book dealing with the general principles of true education. Because of the great value of this book, we feel sure that those who already know it best will welcome an opportunity to study it again, through the medium of the reading course outline; and those who are not familiar with it will find themselves fully repaid by a most careful study.

Along with the study of principles we have combined methods in the admirable book, "Waymarks for Teachers." This was chosen in preference to others on the same subject because of the large number of illustrations used, as well as for the very direct and thoughtful style used throughout, and because the spirit of the book encourages "clear seeing, earnest thinking, and reverent feeling."

These books are covered in five outline lessons each, to appear from the September-October to the May-June number. H. R. S.

Uniformity in Text-Books

THE progress already made toward uniformity in the use of text-books in our school system, is indeed gratifying. With the Bible Lessons series of four books, the Bible Nature series of three books, the Bible Nature Note Books, the True Education Reader series of seven books, the Bible Nature Studies, and the Bible Nature Poster Patterns — all our own production — the elementary school has made an excellent beginning in this direction.

As pertains to text-books that have to be selected, even in these the Pacific and North Pacific unions, and we think the Northern Union also, have agreed on the following, which they believe will be of permanent value: —

Hygienic Physiology, Walter Moore Coleman, Macmillan Company, 60 cents.

Elementary Arithmetic, McClymond and Jones, American Book Company, 35 cents.

Essentials of Arithmetic, same author, 60 cents.

Champion Spelling Book, Hicks, American Book Company, 25 cents.

Economy System of Penmanship, Laurel Book Company, Chicago and Des Moines.

Progress in uniformity in text-books means diminution of expenditure by parents, of difficulty and confusion in transferring pupils, and tends to increase that unity which is so essential to the smooth working of a widely extended system of schools. We hope that the degree of uniformity already reached by our advanced schools, may grow apace.

W. E. H.

A Steady Growth

THE accompanying table of statistics will show very clearly the wonderful growth of our educational work since its beginning in 1872:—

Elementary Schools

Year	No. Schools	Teachers	Enrolment	Value	Annual Maintenance
1880	1	1	15	\$ 100.00	\$ 150.00
1885	3	5	125	800.00	1,000.00
1890	9	15	350	2,000.00	3,000.00
1895	18	35	895	5,000.00	6,000.00
1900	220	250	5,000	50,000.00	40,000.00
1905	417	466	7,345	90,000.00	80,000.00
1906	434	498	7,784	100,000.00	85,000.00
1907	458	506	8,007	121,586.76	99,389.68
1908	535	625	10,487	147,749.05	101,371.55
1909	579	668	11,835	144,318.84	104,702.14
1910	594	758	13,357	175,613.12	122,243.78

Advanced Schools

Year	No. Col., Acad. & Inter. Schools	Teachers	Enrolment	Value
1872	1	3	90	\$ 500.00
1875	1	13	289	53,341.95
1880	1	20	490	52,040.70
1885	3	38	761	174,540.37
1890	7	56	979	220,082.28
1895	11	157	1,974	712,805.00
1900	25	199	2,357	800,000.00
1905	51	257	3,308	900,000.00
1906	55	358	3,697	918,489.93
1907	67	415	5,455	1,226,746.15
1908	83	476	6,521	1,625,670.56
1909	83	504	6,535	1,699,075.25
1910	86	561	7,169	1,940,193.15

H. R. S.

Help and Encouragement for Parents

MANY requests have come to us from parents who want help in teaching their children at home. In some cases these are little ones too young to send to school. In other cases the children are old enough, but have no access to a Christian school. We earnestly desire to give help adapted to both classes, through the columns of this journal, in cooperation with the educational superintendents and the teachers in the field.

We are not alone in this desire. At least two union educational conventions, held the past summer, expressed their interest in this matter by passing the following recommendations:—

That as much may be done by parents when properly assisted, to train their children in intellectual and spiritual matters before entering school, we recommend that the union secretary, the superintendents, and the teachers take definite steps to interest parents in home schools, giving them such help as will assist them in carrying on this work until their children are eight or ten years of age.

That the regular work of the school course be not entered upon before the child reaches the age of seven or eight years.

That where families do not have access to church-schools, the superintendents encourage and assist parents to do work at home with their children of school age, in harmony with the church-school course of study.

That in order to help in this work of parents, we request the General Department of Education to strengthen the Home School department in the journal *CHRISTIAN EDUCATION*.

The age limit mentioned in the first recommendation, is based on the following instruction:—

Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school-teachers in forcing their young intellects, by flattery or fear, when they were too young to see the inside of a schoolroom. . . .

Parents should be the only teachers of their children until they have reached eight or ten years of age. . . .

The only schoolroom for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery.—*Vol. III, p. 137.*¹

The age limit in the second recommendation, is based on this:—

During the first six or seven years of a child's life, special attention should be given to its physical training, rather than to the intellect. After this period, if the physical constitution is good, the education of both should receive attention. . . . Parents, especially mothers, should be the only teachers of such infant minds. They should not educate from books.—*H. L., p. 151.*

Read the following strong declaration by President Garfield:—

That man will be a benefactor of his race who shall teach us how to manage rightly the first years of a child's education. I, for one, declare that no child of mine shall ever be *compelled* to study one hour, or to learn even the English alphabet, before he has deposited under his skin at least seven years of muscle and bone.

You who have children of school age, but who have no access to a Christian school, should provide definitely for them at home. Write to your educational superintendent for counsel and assistance; he will be

¹ For the key to abbreviated references see page 48.

glad to help you in every way possible, and to keep in touch with your work. If some member of the family is capable of teaching these children efficiently, a definite place and time each day should be set apart for it, and no more encroachments allowed than in the regular school-room. Make it a part of the family business, and adjust the family program to fit its needs. Report regularly to your superintendent.

If no member of the family is competent to do the teaching, try to arrange with some one in your neighborhood to come to your home, or have the children go to the teacher's home, for the regular hours daily.

If any of your children are well prepared to do work in the eighth grade or above, have them register in the Fireside Correspondence School, Takoma Park, D. C., and they will receive first-class instruction. Credits for work done in this school are accepted in our other schools.

Be sure to subscribe for this educational journal, whether your children are being schooled at home or elsewhere. You will find the Home School department a help in teaching your little ones under school age. For those who are old enough to begin the use of books, you will find much assistance in the Normal department of this journal; and you should have also a copy of the "Church School Manual" and a copy of the latest revised "Course of Study," which you can procure through your superintendent.

W. E. H.

Terminology

FOR convenient and brief reference to our organized educational work, the following terms will be used:—

The General Department, for the Educational Department of the General Conference.

The General Secretary, for the secretary of the same.

The Union Department, for the educational department of the union conference.

The Union Secretary, for the secretary of the same.

The Superintendent, for the educational officer of the local conference.

For the rank of school: Primary School (grades 1-3), Elementary School (grades 1-8), Intermediate School (grades 7-10), Academy (grades 9-12, or to any grade short of 16), College (grades 12-16), Seminary (for the special school doing the type of work implied by the term).

This terminology does not preclude our using the familiar term "church-school" when we so choose, just as we use "brother" as indicative of church relation; nor our using the term "training" when referring to that part of the work of *any* school which does training.

The advantages of this terminology are that each term has a definite, specific meaning, it avoids confusion, and it makes apparent the unity and coherence of our organization.

W. E. H.

TEACHERS' READING COURSE

Year One

Part I: Book, "Education," by Mrs. E. G. White

THE questions, directions, and notes, with the cross-references, are designed only as aids to the teacher in getting the most out of his reading, and will be made the basis for the general review at the close. The following plan of procedure is suggested:—

1. Determine to read always with entire concentration of mind.
2. Read the chapter through continuously.
3. Reread the chapter, pausing for reflection on important points.
4. Test yourself by means of the questions and directions given herewith.

5. Use a note-book at your pleasure, but especially for recording new and burning thoughts.

Directions: Go through the book and number (with Roman numerals) all the chapter headings (not including divisional headings). You will find thirty-five chapters in the book.

Number the paragraphs in each chapter with Arabic numerals. In the first you will find eighteen.

Cross-references are given simply by numerals; as V., 2, 3, meaning chapter five, paragraphs two and three. References to paragraphs in the same chapter are given merely as par. 4, par. 11, etc. You will find this reference plan useful in your note-book and for future use. Cf. = compare.

Assignment: Chapters I-VI, designed to cover the months of September and October. The first assignment is somewhat short in *pages*, but since it contains the foundation principles for the rest of the book, the outline is quite full, and thorough work should be done.

CHAPTER I

Source and Aim of True Education

1. Define the education which is here described as having too narrow and too low a range. Contrast with this the scope of "true education." To which kind of education, then, does the stigma "narrow" properly belong? Which is in reality a "liberal education"?

2. Does a right understanding of the truth that in Him are hid *all* the treasures of wisdom and knowledge, broaden or narrow our idea of education? Show how.

3. To what extent may we accept and use the teachings of the world's great thinkers?

4. Differentiate three current uses of the term "higher education." Note 1.

5. What is God's educational message to mankind? Expound its meaning.

6. Name the four things to be considered in order to understand the work of education. Note 2.

7. Note the elements included in the summing up (par. 9) of the object of education. Compare this with your own definition of the "narrow" conception of education. Par. 1.

8. What striking definition of love to God is given in paragraph 10? Is love toward God a *feeling* or an *experience*?

9. What social direction does love toward God take? What bearing does this have upon the "highest culture of every faculty"? Give a twofold definition of "culture" in true education.

10. What is the first step in true education?
11. What power is it the work of true education to develop?
12. To what should the study of youth not be confined, though including it? Cf. par. 3.
13. Enumerate the results of true education when its first object is properly accomplished.
14. What is the goal of God's ideal for his children? How much does this object include?
15. How is the work of the true educator characterized, and what is his compensation? Compare this with the work and compensation of the secular teacher. Note 3.

CHAPTER II

The Eden School

1. Outline briefly the ideal school according to God's original plan, as developed in this chapter.
2. In this plan what took the place that should now be given to the Word of God?
3. What was the chief study in the first school? What rank should it occupy now? Note 4.
4. What was the function of "useful occupation"? What should it be now?
5. What was the highest pleasure of the students?
6. Show the original identity of the terms "home" and "school" and "church." Cf. V., 1, 2, 33.

CHAPTER III

The Knowledge of Good and Evil

1. How did the knowledge of evil come into the world? In what did this evil consist? What was its effect upon the mind? upon the earth? upon animal creation?
2. Why were Adam and Eve not allowed to remain in Eden? What service could nature under the curse render to fallen man that Eden in its perfection could not?
3. How could man regain his lost estate? How is this restoration constantly illustrated in nature?

CHAPTER IV

Relation of Education to Redemption

1. In what condition does sin leave a man? Pars. 1, 3.
2. Through what means only does man have a perception of right, a desire for goodness?
3. What conflict of forces is constantly at work in man's nature? What is the true relation of educational effort to this conflict?
4. What standard does the true teacher set for himself? Does the higher standard always include the lower?
5. How only may the teacher lead the student to the source of wisdom?
6. Has the Creator's plan of education changed? Have the principles of education changed?

CHAPTER V

The Education of Israel

1. Outline God's original plan of education. How long did it continue? What results followed departure from it?
2. What manner of life was followed by God's loyal servants? What were its advantages?
3. Why was God's plan modified for the Israelites? What was its fundamental aim? (Cf. I, 12.) By what means did God seek to accomplish this end?
4. Enumerate the various ways in which God sought to reveal himself to his people.
5. Specify the uses which the tabernacle served in the education of Israel.
6. How were the Israelites taught the importance of organization and order?
7. For what twofold purpose were sanitary regulations enforced?
8. What principle governed the regulation of the diet?
9. Specify how and to what ends music and song were employed.
10. To what place of esteem among other nations did God promise to bring his people? On what condition?

11. Point out the pedagogical principles observed in true education, as God's method provided.
12. What ends in education were accomplished through the annual feasts?
13. Enumerate the sound business principles in which the people were educated. In what two ways were God's ownership recognized?
14. How was the education of Israel transmitted to the children?

CHAPTER VI

The Schools of the Prophets

1. Give the reasons why God's plan of education was not fully carried out in Israel.
2. Define "heathen." Define "prophet." Give their modern equivalents.
3. What called into existence the first schools separate from the home? Specify the purposes these schools were intended to serve.
4. What were the three entrance requirements for students?
5. What four qualifications did the teachers possess?
6. How did the students and teachers support themselves?
7. What was the attitude toward useful labor? Note 5.
8. Mention the various things taught in the schools of the prophets.
9. Trace the influence of these schools in elevating the nation of Israel to the zenith of its glory.
10. Trace the causes of Israel's downfall. How did Israel's failure affect God's plan in education?

Notes

1. It is important to understand and keep in mind three distinctions in the use of the term "higher education:" (1) Advanced education, in contrast to elementary and secondary education; (2) that which enters the field of Higher Criticism and seeks to revise commonly accepted or well-established views; (3) that which has to do with man's highest nature, the spiritual.

2. These four things are: (1) The nature of man (originally) — godlike in every respect; (2) God's purpose in creating him — by the law of development to reflect the glory of the Creator more and more fully; (3) the change in man's condition — the divine likeness marred; (4) the purpose of God unchanged, though his plan was necessarily adapted to the new conditions.

3. By "secular" is meant that which pertains to this life only. The secular teacher and the secular student are those whose aims in education are confined to the world that is, while true education includes in its scope also the world to come.

4. In the days of Eden God's word was communicated orally (II, 4). Supplementary to this was the revelation of the Creator in the book of nature. Doubtless the oral instruction often pertained to the secrets and wonders of God's handiwork. Now we have the word of God in written form. While the Bible was given primarily to teach man the way of salvation, it also serves as a guide in interpreting nature. Nature was the chief lesson book in Eden; it should stand next to the Bible now, as it throws much light upon the interpretation of the written word.

5. "It was a rabbinical principle that whoever does not teach his son a trade is as if he brought him up to be a robber. All the rabbinical authorities in Christ's time and later were working at some trade. Hillel, Paul's teacher, was a wood-cutter, and his rival, Shammai, a carpenter. It is recorded of one of the celebrated rabbis that he was in the habit of discoursing to his students from the top of a cask of his own making, which he carried every day to the academy."— *Vincent*.

Part II: Book, "Way-marks for Teachers," by Sarah Louise Arnold¹

One great value of this book, especially to young teachers, lies in the fact that the author takes you with her into the class-room. She is teaching a real lesson, and children are reciting. It is not visitors' day, however, and the lessons you hear are every-day lessons.

¹ Published by Silver, Burdett & Co., New York, Boston, and Chicago. Price, \$1.25.

General Topic—Nature Study

I. Purpose and Plan. Assignment, pages 9-30

1. What far-reaching results accrue to the teacher who "is clear-sighted in her recognition of the purpose of her work"? Note 1.
2. How can one, in teaching the common subjects of arithmetic, reading, and language, set before the children a high ideal? (Use each subject to illustrate.)
3. What place has nature study in the complete education which develops in the child the power "to live well the life which is in him, and to run well the race which is set before him"?
4. What four things are developed in nature study, and why are they placed in the order mentioned?
5. How can knowledge that increases capacity for enjoyment be made useful in the highest sense of the word?
6. Where shall we select the first material for nature study?
7. Note how important is the development of "expression" in this study, as opposed to "vague chatter," and how this aids in language study. Note 2.
8. What method should the teacher follow that the student may acquire use of the technical terms necessary?
9. Fix in your mind the steps to be taken in working out the method—"Get, see, and say."
10. Why is the question, "What about the aster?" utterly lacking in our efforts to gain the desired result that the child should "see through his own seeing"? Note 3.
11. What are the benefits gained in having the child draw the object under observation? What is the primary thing which should be sought for in the drawing? Note 4.
12. How may these immediate observations be used to bring him into touch with good authors? Note 5.
13. How can the teacher avoid monotony as the lessons in nature study continue week after week?
14. What natural method is suggested in the use of technical terms?
15. What advantage is there in having the children keep records of their observations?
16. In answer to the question, "How can I prepare myself for these lessons?" study the answer given until every point stands out clearly in your own mind.

II. Lesson on Plants. Assignment: pages 30-79

1. Observe that no necessary detail is allowed to escape the notice in the models given, such, for example, as the study of the green pea or the apple.
2. Under the topic, "October Lessons," why was the goldenrod one of the flowers chosen?
3. When the teacher asks the pupils to bring material for Monday's nature study lesson, what part has she to perform?
4. What part should Friday play in nature study?
5. How may as good or better results be obtained by using the material of the common things round about us, rather than the exotic or rare?
6. In "A Spring Lesson" observe the part the children take, and the practical result as shown in the climax, where "Willie Lando retired with great dignity and sense of responsibility."
7. Study with care the "Description of Plants by Children in Primary Grades." Put these lessons to a test in your own class-room. Choose suitable subjects, and give them to your pupils, then compare the results with the models given on pages 60-80. Note 6.

Notes

1. "All good schoolmasters know that behind school studies and cares is the still greater task of developing manly and womanly character. Perhaps, however, this is too high and sacred a thing to formulate. Perhaps in the attempt to reduce it to a scientific form we should lose its spirit. Admitting that strong moral character is the noblest result of right training, is it not still incidental to the regular school work? Perhaps it lies in the teacher and his manner of teaching subjects, and not in the subject-matter itself nor in any course of study.

"This is exactly the point at which we wish to apply the lever and to lift into prominence the moral, character-building aim as the central one in education. This

aim should be like a lodestone, attracting and subordinating all other purposes to itself. It should dominate in the choice, arrangement, and method of studies."—*C. A. McMurry.*

2. F. McMurry says, "It is only by associating thoughts closely that a person comes to possess them securely and have command over them."

3. Do not fail to grasp, in this connection, the author's important statement, "Orderly arrangement of the questions will lead to orderly observation and complete description."

4. This question is more fully answered under the question, "How much written work would you require?" pages 25, 26, where it is summed up in the words, "Do not aim at picture-making, but at a truthful representation of form, size, and structure."

5. It is refreshing, in this age of fiction and fairy tale, to see with what care the author has chosen the best writers. In this place, as well as in her references further, and in the book, it is instructive to note the care used in giving appropriate illustrations.

6. If you have any other author on methods which include nature study, such as Roark's "Method in Education," it can be read with profit in this connection. See also "Object Lessons," chaps. 10, 11.

TEACHERS' ROUND TABLE

And Question Box

The readers of this journal are invited to participate in our Round Table and to send in questions that would be of interest to others as well as to themselves. Respectful attention will be given to all such questions, and the best answers obtainable will be given.

Aims in the Teaching of Music

BY KATE SIERKE

OUR ideas about music are very vague. We know that we should have a certain aim, and that if this aim is not reached, our work will be a failure. From the standpoint of the public, it must be satisfactory in this way: the music produced must accomplish what the people think reaches their ideas, and must give them a certain pleasure and uplifting of the mind.

But from the standpoint of the musician and the teacher, unanimity on this aim is not easily reached. If it were possible to agree on this point, the way to attain it might be looked upon from such different standpoints that perhaps an agreement would never be reached.

But we as teachers in our schools must come to the place where the way to meet the need of the greatest number is clearly pointed out, and where we can follow step by step the way-marks to sure success. There can be no question about what has to be done first. We labor for the interests of our general work, we think for that work, we live for that work. What, then, would be the most natural procedure to make music serve the purposes of the work first of all?

Our services need general help, so we have to educate the people. For this purpose I think there should be lectures given in the way of general instruction on how to sing our songs, how to get the spirit of

the words, and how to select from our hymn-book and other song-books music which would be satisfying to the ear and would also have musical value. The comparison of good hymns with songs that should not be sung will be found to aid in giving this training. I am sorry to say we find in our hymn-book songs which have neither an elevating nor an educating spirit, but which have a lowering influence upon the mind, and lead to habits of musical laziness.

The following plan of general instruction may be helpful in awakening the interest of all, and should also be used by those who find time and means for private instruction:—

The *words* ought to be taught first as the foundation of voice culture, the spirit of the poem being entered into through reading it with correct expression. We know that in so doing there is education for the speaker as well as for the hearer, that our ears will be trained through it to *demand* good reading. We must teach our students that expressive reading is nothing of which to be ashamed.

Time, next, is to be regarded a most important factor, and phrasing ought to be understood and taught, so that proper pauses will be made where music and words demand it. For this, every student must learn how to beat time, for not until he is able to beat time for his own singing, is he able to lead others. This enables him to feel the rhythm which is necessary for the building up of his musical sentiment. There is decided work to be done here.

In the singing and in the music itself, there exists a wide field for voice training, which can not be done too simply and naturally; yet at the same time it is worthy of the deepest understanding and the greatest thoroughness. The vocal teacher is like a physician. He sees the effect and looks for the cause, whether physical or mental; then he applies the remedy.

As the word and tone combined form the perfect idea of music, students can be developed to a better understanding of good music through the form of recitative, which demands independence and freedom in diction, and at the same time leads into that style of music which we call classic. It leads from Mendelssohn to Haydn, Bach, and other modern religious composers; these to a certain extent we must teach, not only on account of the education to be derived from them, but also to place in our hands the means and material for chorus work. In this we shall find the most strenuous work; but its value is so great that the effort can not be compared with the result. For the student, this result will be oneness in understanding, oneness in producing, oneness of aim. Where could a more educative principle be found? The words to this class of music are usually taken directly from the Scriptures, and so add to the value of the music by becoming fixed in the mind.

A new year of work lies before us. Let the aim of the music teacher be good music, better work, and best results.



Question 1.—What is the best general method and aim in the teaching of grammar?

You have probably noticed the great change that has come into the teaching of language and grammar in the elementary grades during the last ten or fifteen years. So great has been this change that it amounts almost to a revolution. And the reform is not yet finished. More than this, there have been pointed out to us principles of reform in our educational work, which, if followed, will enable us to make great advancement in this line.

It has been my experience and observation that the inductive-deductive and not the deductive-inductive method secures the best results. This method has been followed in grades three to six by developing the language from the selections studied in the reading lessons. It seems to me that to secure the greatest gain to the pupil, this method should be continued in the seventh and eighth grades. This method makes *relation* and *function*, and not close distinctions and technical classifications, of paramount importance. It makes language itself the acknowledged basis of all grammar. In fact, in the words of another, "If the simple elements are picked out of their setting, or simple constructions are made for the special purpose of exemplifying grammar, the material is probably not worth studying." It recognizes the fact that *association with the best thought* best expressed is the best way of appreciating and learning to express good thought—the true aim of all language study.

Further than this it seems to me that not merely the logical but the psychological should be satisfied. That this may be accomplished, I feel that the work should correlate in thought with other lines of study in the same grade; as, Bible, history, manual training, geography, physiology; and that subjects for expression of thought should be largely drawn from the regular work in these other lines of study. Of course the preparation of such lessons means an intimate and sympathetic acquaintance not only with the language of the grades, but with all the other subjects as well.

S. E. P.

Question 2.—Has Professor Bell's method in English proved to be a failure? Have Seventh-day Adventists any schools which have turned out better finished products in English than did Battle Creek College when Professor Bell was supplying and applying the methods?

Question 3.—If the method has proved less satisfactory in the hands of other teachers, then is the fault in the method or is it in the teachers?

For the last quarter of a century the educational "cramming system" has been pushed to the limit. Babies born to-day are expected to be men and women to-morrow. In some ways the expectation may be

realized. They may possess fortunes, appear in company, wear hats and rats of regulation size; but when it comes to solving the world's problems and doing the world's work, they have to be excused. They are found to be deficient in brain and brawn.

There is only one way to get the kind of men and women that the world needs, and that is to let them grow.

Perhaps few have grasped this principle better than did Prof. G. H. Bell. He understood that the duty of parent and teacher is to supply the nourishment and conditions essential to symmetrical growth. He knew that growth requires time. He understood that children grow mentally as well as physically by food and exercise. He knew that the food for both mind and body must not only be of the right quality, but that it must be thoroughly digested and assimilated in order to be beneficial. He knew that the mind must be exercised as well as fed, that unused mental power soon dwindles to weakness.

The great trouble to-day is that much mental food is but half digested and assimilated. It is not converted into real mental power, and hence can not be used in the world's work. The result is that the world is filled with mental dyspeptics, who are well-nigh frightened to death when brought face to face with the thorough, plodding methods used by such teachers as Professor Bell. People want to become rich quickly, and they want to become educated quickly, and they want to secure both learning and riches without any hard work; then they want to pass the remainder of their lives in the same easy way.

Question 4.—Should Professor Bell's books be revised?

Having gone "through the mill" while Professor Bell was personally turning the crank, I am somewhat agitated whenever I hear that mortal man contemplates pulling the mill to pieces for the purpose of reconstructing the machinery. If the purpose of revision is to make these books more complete in detail and modern terminology, I make no objection. But if the object is to discard the thorough methods and the hard work, to tear the soul out of the books and leave only the skeleton of classifications to be memorized in a few weeks, I protest. I would suggest that a committee on revision should embrace the most eminent and successful teachers of English in our denomination, and I believe this will include some who were pupils of Professor Bell, as well as two or three expert primary teachers. A. D. W.

[We should like a fuller answer to question 3.—ED.]

Question 5.—How can you definitely base instruction in the sciences, especially in chemistry and physics, upon the Bible and the principles of Christian education?

O. R. C.

[Will our teachers of science please respond to this question, bearing in mind that a definite, concrete answer is called for. We suggest that the best way to do this is not by generalizing or moralizing, but by giving sample lessons, such as would actually be given in class.—ED.]

THE NORMAL

"The masses still believe that anybody can teach school. They confess that the lawyer, the minister, and the physician should be professionally trained, but not the teacher. They believe that the watchmaker should serve an apprenticeship under skilled workmen, but not the teacher. Now the mechanism of a watch is simple when compared to the complex mechanism of the mind. The study of the mind of another is a subtle art. The complex character of a teacher's work is known only by those who have made a study of the science of education, and been properly trained in the art of instruction. A teacher ignorant of the laws of mental development and of child nature is, at best, a mere pedler of text-book facts. Teaching is more than recitation hearing. Any human machine can hear pupils recite the words of a text-book, but it requires a teacher to train pupils to think."

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

To become a learner in the school of Christ is the first step in preparation for teaching. Wisdom and guidance are sure to the teacher who *lives* and *seeks* for them, and without these aids, the teaching of the Bible is in vain.

It is not my purpose to map out rigid lines and plans on how to teach the Bible. The children must be studied, and the lessons and illustrations adapted to their needs.

Oral lessons are to be given in these grades, because this is the age when the child does not gather knowledge from study and thought, but through the senses. It should be the studied effort of the teacher to give the lesson in a concrete form, making free use of pictures and objects, especially of the blackboard, as the lesson is given. Even a rudely drawn picture will serve to impress the lesson. A number of straight marks represent a crowd of people to the children, if the teacher says so.

Simple things in the daily lives of the children should be used to enforce the thought of the lesson. This was the method of the Great Illustrator. His hearers were familiar with the objects which he used to make his lessons forcible. The teacher should be so filled with the lesson that his word-pictures will be real and living.

Then, too, the child must *do*, as well as see and hear. Illustrating the lesson in paper or board or in the sand table are some of the ways of doing. The children may use their hands and arms to illustrate. When speaking of trees, let them play that they are tall, straight trees, and their arms are branches. With their hands they may represent houses, churches, doors, trunks (for missionary journeys), books, in fact, almost anything about which you talk. These acts not only help to impress lessons, but keep idle hands employed.

In Bible teaching, as well as in all studies, the successful teacher has some system in presenting the lesson. After a well-defined aim there should be at least three steps: first, the introduction; second, the lesson; and third, the conclusion or application.

Lesson One

MEMORY VERSE: Eph. 4: 6

AIM.— To help the child to sense the fact that God is a real being though unseen, and that we all have one Father.

INTRODUCTION.— Talk about the unseen things about us which are real — the wind and electricity. With questions, bring out the unseen power in waving grain, flying sails, bending trees, rustling leaves, moving cars, etc. These things are real, though the power is unseen.

LESSON.— God is real, too, though unseen. Show a flower, asking questions about it. Can we make even a blade of grass grow? By questions bring out the unseen power that is manifested all about us, in sunshine and rain, snow and frost. Ps. 147: 16, 18. It is God's power that keeps us and all nature about us. Acts 17: 28.

Jesus our Saviour in his childhood learned lessons from "the great library of God's created works." (D. A., p. 70.)

Tell the story of some of the children in heathen lands, bringing out the fact that we are all one family, thus laying the foundation for developing the missionary spirit. God cares for the little children over there the same as for us.

CONCLUSION.— Impress the fact of our utter dependence upon God. This can be brought out by questions on what would happen if his power and care were withdrawn — if the air should be removed, if the sun should stop shining, if the water should cease flowing.

Lesson Two

MEMORY VERSE: Matt. 6: 11

AIM.— To help the child to see and feel the reality of talking with our Heavenly Father.

INTRODUCTION.— Tell a story of some child asking its parents for something it needs. Show the certainty of receiving it.

LESSON.— Tell how, when Jesus had anything to do, he always talked to his Father about it, sometimes spending long hours in this way. Impress the certainty of his receiving help. One time when his disciples saw him praying, they asked him to teach them to pray. Matt. 6: 9-13. (Repeat or read: "Give us this day," etc.) By questions trace the source of bread and other foods, bringing out the part that sunshine and rain act in this great work, emphasizing the thought of "thine is the power."

CONCLUSION.— God is able to give us anything for which we ask. He gives what is best for us. Certainty of an answer.

SUGGESTION.— Older pupils use the Bible as the texts are read, the others play that their open hands are the Bible.

Lesson Three

MEMORY VERSE: Gen. 1: 1

AIM.— To show that God created all things through Jesus by his word. He spake, and it was.

INTRODUCTION.— Talk about making things: carpenters building houses, making desks and other furniture; mama making clothes; children making various things. Question about the material, how obtained. Trace the source of the material in desks. Let the child tell the story for the desk. Bring out our dependence upon material with which to make things. Not so with God.

LESSON.— God created all things. How? Ps. 148: 5; 33: 6, 9. Tell how Jesus was the active agent in all this work. Isa. 45: 11, 12; John 1; Hebrews 1. Connect with the last lesson, "thine is the power," and bring in the thought of praise due the Creator. "O that men would praise the Lord," etc. All nature, sun, moon, stars, etc., to praise him.

CONCLUSION.— We can praise God our Creator by loving obedience. Our hands, our feet, our whole being, can praise him, by doing what he wants us to, like the flowers and the birds, etc.

SUGGESTION.— Let the hands represent the world as you talk of it, also the houses and other things.

Lesson Four

MEMORY VERSE: Rev. 4: 11

AIM.— To help the pupils to see that all things were created for God's glory and for his pleasure.

INTRODUCTION.—Talk about the darkness, contrasting it with light. What does light do for us? (Makes us cheerful and happy.) Question about the use of lights (drives away darkness); street lights, their use; lights on cars, engines, etc.

Talk of the physical value of light. If possible, show a plant grown in a dark place. Picture the vegetable world in darkness.

LESSON.—Let the pupils close their eyes, and try to think how dark this world was before God made light. Tell how light came out of darkness by his word. Jesus the creator of light. He is the light of the world. By his life he showed us how to live.

CONCLUSION.—Show how children may be lights by loving deeds and bright smiles. Show how, if we have Jesus' love or light in us, he will make the darkness, cross words and looks, disappear. Sing, "Jesus bids us shine." Let the children double up the right hand, holding the thumb up, to represent a candle. Light dim, fold the thumb in the hand.

Lesson Five

MEMORY VERSE: Ps. 107: 21

AIM.—To show God's love in the beautiful things he created.

INTRODUCTION.—Show some flowers, and plants, too, if possible. Talk of their beauty, contrasting them with paper flowers and plants. Talk of other things which beautify the earth: trees, singing birds, babbling brooks. Read some little poem on nature. Let the pupils represent with their hands the things in nature as they are talked about.

LESSON.—God created all these beautiful things for our use and happiness. He delights to see his children happy with the flowers and singing birds. How much we enjoy the shade of a nice tree on hot days! We enjoy all these things when we let them talk to us of God and his love. (Give this lesson on the lawn or under trees.) Show how nature can talk to us. Lead the pupils to commune with God as they look at his wonderful works.

The same power keeps nature to-day that created it in the beginning.

CONCLUSION.—As God showed his love for us in creating all these beautiful things, we should show our love in doing what he asks us to do. Teach obedience to parents and kindness to animals.

SUGGESTION.—Draw or cut birds and flowers.

Lesson Six

MEMORY VERSE: Gen. 1: 3, 4

AIM.—To teach that God is the author of light; that by his power all artificial lights are produced.

INTRODUCTION.—Review the lesson on darkness, bringing out the need of light.

LESSON.—Read Gen. 1: 3-5. God spake, and the light appeared. The beginning of day and night; the need of artificial lights, the lights of long ago, contrasting with the lights of the present day. Tell of lights used in some countries now. Trace the source of the wonderful lights in use at this time. A sign of the last days.

CONCLUSION.—Apply again to our lives as lights. Tell some story to impress the application. Jesus is the light of the world, and if we follow him, we shall be lights.

SUGGESTION.—Cut white circles, pasting on black surface.

Lesson Seven

MEMORY VERSE: 2 Cor. 4: 6

AIM.—To teach that the light of Jesus in the heart will produce the fruits of the Spirit.

INTRODUCTION.—Give a lesson on primary colors, and with the prism show colors of light. Talk of the things in nature having the colors of the rainbow. Tell of the color of birds and insects of torrid climes.

LESSON.—Talk of God's love in clothing nature in such beautiful colors. The light of Jesus in the heart produces pure thoughts and loving deeds. Tell some story of loving deeds. The darkness of sad homes dispelled by loving deeds.

CONCLUSION.—Read Gal. 5: 22, 23. Compare to prism. Write out the colors of prism light, and the fruits of the Spirit.

SUGGESTION.—Cut out circles of primary colors, or make them with crayons or water-colors.

Lesson Eight

MEMORY VERSE: Ps. 94: 9

AIM.—To develop gratitude in the child, and to show God's wisdom and love in the wonderful construction of the eye.

INTRODUCTION.—Talk of a house and the use of windows; the houses of long ago, before glass was made; places where they still use other material for windows.

LESSON.—Explain as fully as possible the construction of the eye, talking of God's wisdom in its construction. By questions, bring out how much we learn from sight; develop gratitude by talking of how sightless people learn things. Tell the story (a true one of the little girl whose sight was given by an operation. At the first sight of her father, she exclaimed, "O father, you look so good to me! I never knew you were so beautiful!" Her parents, though poor, saved money to take her to a specialist; joy in being able to see, etc.

CONCLUSION.—Impress the thought that we should use our eyes to see the good and beautiful, not evil things; to read good books, the Bible, etc.

Lesson Nine

MEMORY VERSE: Gen. 1: 6

AIM.—To teach the value of pure air, and to show God's love in producing it so abundantly and freely.

INTRODUCTION.—Give breathing exercise, providing plenty of fresh air. By questions, bring out the thought that air is free; we could not live without it, so it is provided freely.

LESSON.—Read Gen. 1: 6-8. Tell how God by his word provided the space and filled it with air. Called the heavens, but not God's home. It is all about us. Tell about ventilation; night air intended to be breathed; open windows at night as well as during the day.

CONCLUSION.—It is provided so freely, yet we should be thankful. No one too poor to have plenty of good, pure air and sunshine.

SUGGESTION.—Sing, "For air and sunshine we thank our Heavenly Father" ("Songs for Little Ones").

Lesson Ten

MEMORY VERSE: Gen. I: 8

AIM.—To teach about wind, and the wisdom of God in its creation.

INTRODUCTION.—Talk about the common uses of wind in windmills, sailing-vessels, kite-flying, etc.

LESSON.—Read Eccl. 1: 6. Tell how God in the beginning gave the wind its work to do. It is still doing its work. By questions bring out the work of carrying clouds over the land; carrying sound; wireless telegraphy; air-ships.

CONCLUSION.—Draw a lesson from the winds still doing the work. "The wind is never weary" of the same work every day. God had a purpose when he enclosed the earth in air. He knew how useful it would be to man and beast. He made it just right.

SUGGESTION.—Cut the paper windmill.

Lesson Eleven

MEMORY VERSE: Gen. 1: 9

AIM.—To teach distribution of water, and dependence of nature upon it.

INTRODUCTION.—Talk about brooks (sketch upon board), rivers, lakes, seas.

LESSON.—Read Gen. 1: 9, 10. The waters obeyed his voice. Tell story of Jesus in the storm—"Peace, be still." Read Eccl. 1: 7. By questions trace the journey of a drop of water.

Gen. 1: 7 says that there is water above the heavens. Job 38: 22, 23, Gen. 7: 11, and Ps. 148: 4 confirm the idea that God has waters stored beyond our view. All power is with him.

CONCLUSION.—Life of all kind is dependent upon water. Call attention to nature when deprived of water. Light, air, and water, so necessary to life, created first.

SUGGESTION.—Cut out cup.

Lesson Twelve

MEMORY VERSE: Eccl. 1: 7

AIM.—To teach the uses of water.

INTRODUCTION.—Review lesson on distribution of water.

LESSON.—Talk about the use made of water-power; commerce carried on by water; use in cleaning. Call attention to birds bathing. Bathing necessary for cleanliness and health. God required his people to be clean. Necessity of drinking plenty of pure water. No need of other drinks. Better than medicine. Use when converted into steam, when converted into solids.

CONCLUSION.—Blessing for the one who gives a cup of cold water. If we have Jesus in our lives, from us will flow streams of loving service.

SUGGESTION.—Cut out cup.

Lesson Thirteen

MEMORY VERSE: PS. 95: 5

AIM.—To teach the divisions of land and its surface; to direct child's mind to God's power.

INTRODUCTION.—Review lesson on the division of water.

LESSON.—Read Gen. 1: 9, 10. The same voice that called the waters together, called the land to its place. Outline divisions of land on board. Show pictures or sketch drawings of mountains. Talk of the level tracts of land, valleys, etc. Explain that before the flood, earth's surface was all beautiful. Flood brought ragged, rocky, barren places.

CONCLUSION.—When God gathered the land together, it pleased him. When all is made new, it will again please him. Pure in heart to dwell there.

Blackboard Suggestions for Oral Bible Nature

BY DELPHA S. MILLER

SHE stood before the group of tiny desks looking into the upturned, eager faces. Into her heart came an intense longing to make this, their first morning in school, a day to be long remembered as one of loving welcome into the school family, and so lead their minds to grasp the sweet story of the great world family and their loving Heavenly Father. How bright the sun was shining that morning! How the birds sang in the leafy branches, while through the open window floated the hum of bees, busy in the beds of late flowers. Nature seemed saying, "I am here, ready, waiting." There lay her Bible on the desk beside her, the written revelation of God's love. Quickly, happily, she began unfolding the story. You know how — you have told it yourself many times, and every time loved it more. Then with the telling, in came the bees, the birds, butterflies, frisking lambs, stately trees, and nodding blossoms. How they helped her! And, yes, they will help you, too, if you will only call them in. Here they are — but let me tell you, they are *happiest* when helping tell these stories to the children.

[The beautiful drawings on the next two pages were made especially for this journal by Mrs. Miller.—ED.]





Wood-Work --- No. 1

BY CLIFFORD A. RUSSELL

MANUAL training has come to stay. Educators from Maine to California are waking up to the fact that an education which is practical involves the training of hand as well as head. This idea has so taken hold of the popular mind that in connection with the public schools of all our leading cities is to be found a more or less well-equipped manual-training department. Some have gone so far as to provide special facilities in the way of buildings equipped with power machinery, such as buzz- and band-saws, turning-lathes, planers, etc., for use in the wood-working department.

While the world is arousing to the importance of this branch of education, we ought to be far in advance of where we are; for have we not for years been receiving special instruction with reference to the "harmonious development" of head, hand, and heart? While the world has seen and recognized the importance of manual training, and has been pressing forward by leaps and bounds, some of us have been simply playing with the thing, seeking thus to ease our conscience in the matter, without really accomplishing anything worth mentioning. In the work of manual training, accuracy, definiteness, dexterity, and perseverance are cultivated; a pleasant and practical diversion from severe mental strain is provided; and in the end, articles of real practical utility are produced.

Our Saviour's early life places the stamp of divine approval upon manual labor, particularly upon that branch with which we are to deal in this series of articles. (See D. A., pp. 72, 74.)

Grades

In schools where a considerable amount of hand-work has been done in the primary grades, particularly in cardboard cutting and folding, thus educating the child to be exact in his measurements and accurate in execution, wood-work may profitably be introduced in the fifth grade; possibly, in individual cases where the pupils show a special aptitude for the work, it may be taken up even earlier in the course. In many of our schools, however, where but little of the preparatory work is done, it does not seem advisable to recommend wood-work before the sixth or the seventh grade. This emphasizes the importance of systematic manual training in the primary grades, as a foundation for cabinet-work later.

Just how much of this work can be made practical in our elementary schools is a problem which must be solved by the local school authorities consistently with the qualifications of the teacher, the grades of work carried, and the facilities provided. It is to be hoped that the time may soon come when in all our primary schools where the age and grade of pupils demand it, suitable provision will be made for carrying on this important branch of manual training. Our summer

schools and normals should secure the services of competent instructors, so that our teachers may become qualified to take up intelligently this line of work. But there is absolutely no excuse for the neglect of such training in our intermediate schools and academies. In my judgment, not one of these schools should exist without a fairly well-equipped wood-working department. The cost is comparatively small, while the advantages are immeasurably great.

This work need not and should not be confined to boys any more than sewing should be confined to girls. Many girls of a practical and mechanical turn of mind take readily to this work. Besides, the ranks of our teachers are constantly being filled from the product of our schools. How essential, then, that girls be given some insight into the mysteries of joints and mortises and tenons! The writer has had girls who, at the beginning of the school year, scarcely knew the difference between a square and a jack-plane, yet by patient perseverance they have produced some very commendable pieces of cabinet-work, of which they were justly proud.

Tools and Facilities

First, a simple work-bench, or several, according to the needs of the school, is necessary. These may be purchased complete through any dealer in school supplies, or the screw for the vise may be purchased, and the bench made to suit the requirements. It would be well for boards contemplating the purchase of a wood-working outfit to consult the price-list of some of the large mail-order houses of Chicago, both on benches and tools. The writer has purchased many tools, for both personal and school use, from one of these houses, and in every instance they have proved perfectly satisfactory, and resulted in quite a saving over the usual retail price.

The number of tools required will depend upon the number of pupils taking the work. In making my estimate I will presuppose eight pupils taking the same course at the same time.

Benches: Four work-benches, each provided with two vises.

Saws: Four 20-inch 10-point (10 teeth to the inch) cut-off saws and one 22-inch 6-point rip-saw; one keyhole-saw; four coping-saws; one dozen coping-saw blades.

Squares: One regular-size steel square; four try-squares; four T squares for drafting.

Planes: One 18-inch fore-plane; two 12-inch jack-planes; two 6-inch block-planes.

Chisels: One set from $\frac{1}{8}$ inch, increasing by eighths, to 1 inch, and then by quarters to 2 inches, making twelve in all; one 1-inch gouge.

Bits: One set of gimlet-bits; one set from $\frac{3}{16}$ inch, increasing by sixteenths, to 1 inch, making fourteen in all.

Braces: Two, one of which is a ratchet-brace.

Mallets: Two, rather light chisel mallets.

Draw-shaves: One 8- or 10-inch draw-shave.

Gages: Two, in one of which a lead may be used.

Rasps: Three, one flat, one half-round, one round half-inch tapering to one-fourth inch.

Awls: One combination, containing assorted sizes.

Knives: Two good sharp carving-knives.

Dividers: Four, in two of which a lead may be used.

Screw-drivers: Two, one large, one small.

Brads: Assorted sizes from $\frac{1}{2}$ inch to $1\frac{1}{2}$ inches.

Hammers: One nail-hammer; two light hammers.

Sandpaper: Numbers $\frac{1}{2}$ to $1\frac{1}{2}$.

Glue: Le Page's liquid.

Nails and screws: Various sizes, to be determined by the needs of the work.

This outfit of tools, exclusive of benches, should be purchased for from twenty to twenty-five dollars from one of the firms above mentioned. A word of caution should be thrown in with regard to purchasing cheap tools. Especially in saws, planes, chisels, and bits, a good standard quality must be obtained. On the other hand, a fancy price should not be paid for some particular brand, which may be no better than some less celebrated make.

Material

For beginners in wood-work, there is probably nothing better than basswood. It is a beautiful, soft, white wood, readily worked, and does not split easily. The latter fact makes it a desirable wood for beginners. Basswood has but little grain, and therefore in finishing should be stained and then varnished or waxed; or it may have some simple pyrographic design placed upon it, and then be varnished or shellaced. The matter of finishing will be taken up in detail in a subsequent article. Whitewood is also a suitable wood for beginners. It possesses considerably more strength than basswood, and is usually a little more expensive. Work in oak, ash, or walnut should not be attempted until a considerable amount of proficiency has been attained in the use of tools.

In my next article a graded course for beginners will be outlined.

Make Ready for the Opening of School

BY GRACE O'NEILL ROBISON

THE first day of school,—how much is comprehended in that term; how fraught with meaning it is for the boy or girl just entering school; how dreaded yet looked forward to by the one who assumes the sacred office of teacher for the first time; how filled it is with responsibilities and opportunities. To teacher and pupil alike it is the most trying and the most important day of all the term.

It is trying in that on this day the school must be organized into its various grades, and the machinery of school life be started. It is important because on this day impressions are made upon the hearts and lives of the children which leave their imprint throughout life. Very much, then, depends upon definite and careful planning for the first day.

Do not wait until the first day of school to become acquainted with your pupils. Visit them in their homes, and learn their first names that you may be prepared to call them by such on the very first day of school. This will not only avoid confusion, but will establish a friendly relationship with the children, and indicate a personal interest that they will be quick to see and appreciate.

It is best to have the work so well organized that the regular school program may be carried out on the first day, instead of dismissing after the opening exercises. Examine the records left by the previous teacher, and then by talking with the children ascertain what grades of work will be represented in your school. You will then be prepared to make out a fairly accurate program to follow the first day.

It often happens that a teacher has to wait a week or more for books with which to begin work, and thus time is lost, interest wanes, and confusion is apt to result, while waiting for regular work to begin. It is possible to find out just what books are needed before school begins, and have them there at the very first. Study can then begin before the school spirit is lost, and the confidence of the pupils will be established.

Be prompt the first day of school, and by your example inculcate this principle into the lives of your pupils.

Have a bright, cheery schoolroom in which to begin your work. The schoolroom should be the most attractive place in the world to the child, next to his own home, for it is here that he is to spend the greatest part of his time. Lessons of carefulness, neatness, and cleanliness may be impressed upon his mind in a very forcible way by the appearance of this school home of his.

Let the same order and discipline be carried out on the first day that you expect to maintain during the school year, for system and order on the first day of school mean system and order throughout the term.

Plan carefully your opening exercises for the first morning. Give the children a hearty welcome and make them feel at home, then by a Scripture lesson or by brief, earnest remarks of your own, seek to turn their minds to God and the work they may accomplish for him through the year. There may be some in whose homes the voice of prayer will not be heard on the morning of the first day of school. If so, the devotional exercises will be a special help to them, and all will be led to rely upon the Great Teacher throughout the year of study and work.

One thing especially needful for the beginning of a successful school, is the cooperation of fathers and mothers. Do not wait until the school is well under progress and some difficulty arises, before you call a parents' meeting. Call a meeting before the school begins. Lay your plans before them, explain your program, tell them what you expect to accomplish during the school year, and ask their cooperation in carrying out your plans. When parents see that you have your work well in hand, and the interest of the work at heart, they will respond by giving you their confidence and support. This, with the help you receive from the Heavenly Father, will make the first day of school a real pleasure to you, as well as the days to come, and your efforts will be crowned with success.

Primary Reading

Foundation Work — the Sentence

BY KATHERINE B. HALE

"THE chief work of the primary teacher is to teach reading. For the first three years of the pupils' school life all other studies should be subordinate. A good reader holds the key to every department of learning; and it may be added that much of the unsatisfactory work of the grammar school is in consequence of the pupils' inability to read and understand readily the books in their hands."—*R. C. Metcalf.*

Upon entering school the average child possesses (1) auditory knowledge; (2) power of articulation; (3) power of association. The child has acquired a number of sense experiences; he has partly learned to understand oral language; he has learned in some degree to express his thoughts in articulate speech; he has partly established synthetic associations between his auditory and articulate language and his store of ideas and thoughts.

In learning to read he is to acquire visual symbols for the thoughts he has already gained. The shortest and most natural method is from the spoken sentence to the written or printed sentence.

The first reading lessons, therefore, should consist of short sentences, derived from the children's guided conversation on interesting topics, such as their homes, their friends, their pets, toys, games, together with the subject-matter of the Bible story and the nature talk. Simple statements are written by the teacher, sentence by sentence, upon the blackboard, read and reread, erased, written again and read repeatedly until mastered. Thus the material which he reads, while it must be simple enough to come within his easy comprehension, may contain real thought, and should, of course, be thought which is interesting from the child's point of view.

The child can readily read what he has already talked, and *oral reading is, from the very beginning, talking the child's thought or the thoughts of another.* If this idea is never lost sight of, "word saying," and unnatural and expressionless reading will never occur.

These first reading lessons may be presented in the nature of games. Let each child hide a ball in his hands. When asked by the teacher to tell the children what he has in his hands, he will respond, "I have a ball." The sentence is written at once upon the board, and the children are called upon to read it. Obtain in the same way the sentences, "I have a flower," "I have a leaf."

Good sentences full of expression and reality may be obtained from the children by calling upon them to tell something pretty they see. The teacher may use the little song for the seeing game:—

"O Mary, look around you, and tell us what you see;
Then speak its name distinctly, and say, 'I see! I see!'"

Pray choose a pretty picture, a flower, a toy, or book,
For lips were made for speaking, and eyes were made to look."

"I see the *flower*."

"I see the *leaf*."

"I see the *ball*."

The following sentences may be obtained from the children and read with interest in answer to the oral questions: "Who made the flower?" "Who made the leaf?" "Who made you?" "Who made me?"

"God made the flower."

"God made the leaf."

"God made you."

"God made me."

These sentences are really echoes, or, as it were, review thoughts from the Bible and nature period.

The songs that the teacher teaches the little ones, also the memory verses which she writes upon the board from their Bible lessons, may be used analytically in teaching reading. The teacher selects from the song or verse of Scripture one line or clause, and writes the same, a clause at a time, on the board, while the children pause and repeat the line, being taught that they are saying, or reading, what is written upon the board. Thus the sentences, "God is good," and "God is love," may be readily recognized in their familiar, dear songs.

Action reading is the association of written commands with the performing of these commands. It is especially valuable for disciplinary purposes, as the name "action" signifies. It is also most valuable as a device for securing connected and expressive reading, the thought first being grasped as a whole before the performance of the command is possible. Such sentences as, "I can stand;" "I can sit;" "Show me the ball;" "Show me the flower;" "Show me the leaf," should be illustrated by action.

Sentences given to beginners should be short enough for the child to take in the whole at a glance. They should be full of life and interest. In all reading lessons given during the first year, let the child look at a sentence until he gets the thought; then let him read the sentence continuously. Never let a child attempt to read a sentence until he has mastered the thought and can read the sentence without a break. If he gets the thought, he will generally read with good expression. When he fails to do so, draw it from him, if possible, by questions or remarks.

The best method of presenting the sentence to the beginner is from the blackboard. Place the sentences in large, clear script and print upon the board, one at a time. *For purposes of review* the sentences may be placed by the teacher upon wall charts, written or printed large by means of a brush or rubber pen. These wall charts may be simply large sheets of Manila paper, or the teacher may use instead a more durable printer's cloth, upon which one can very easily print the sentences by means of a rubber stamping outfit. Pictures and drawings may illustrate and make attractive the lessons thus given.

THE HOME SCHOOL

Of What Are Your Clothes Made?

COME here to mama, and I'll tell you, dear boy —
For I think you never have guessed —
How many poor animals we must employ
Before little George can be dressed.

The pretty sheep gives you the wool from his sides,
To make you a jacket to use;
The goat or the calf must be stripped of its hides,
To give you these nice little shoes.

And then the shy beaver contributes his share,
With the rabbit, to give you a hat,
For this must be made of their delicate hair,
And so you may thank them for that.

All these I have mentioned, and many more too,
Each willingly gives us a share;
One sends us a hat, and another a shoe,
That we may have plenty to wear.

Then as the poor creatures thus suffer to give
So much for the comfort of man,
I think 'tis but right that as long as they live,
We should treat them as kind as we can.

—Taylor.

Child Education at Home

BY A MOTHER

THE influence of the home upon the character of the child is universally recognized, at least in theory. To parents is given the privilege of making the first impressions upon the plastic mind of the child, and to a large extent of deciding its future destiny. Shall it grow up in an atmosphere of truth and purity, or shall its soul be warped by the manifestation of pride, vanity, deceit, uncontrolled temper or selfishness, on the part of those who have been entrusted with the precious gift of an innocent little child?

We are told that the "position of a woman in her family is more sacred than that of the king upon his throne." With these thoughts in

mind when I entered upon the duties of wife and mother, I determined that I would not do as some of my acquaintances have done — become so absorbed in the temporal cares of the household that I should forget the higher obligation to feed the mind and soul. I purposed that I would cherish a spirit of study myself, that instead of dropping mental work now that school was finished, leaving my mind to rust and lose its tone, I would continue to “cry after knowledge” and understanding, to seek her as silver and search for her as for hid treasures. The atmosphere of study in the home will produce mental alertness in the children who are born into it. I never have had to contend with mental apathy in my children, and have seldom found it necessary to urge them forward in their studies, and then only when play seemed more attractive for the moment.

With the spirit to learn in the heart of the child, the problem of teaching becomes comparatively easy. With our elder child her eagerness to learn was met with delight on my part, and so far as I was able, I gave her the correct answer to her every question. If I was ignorant of the matter about which she asked, I took occasion to become better informed at once, so that I might not disappoint her. I began to tell her Bible stories when she was about eighteen months old, and she would repeat them after me, soon learning to tell them herself in her baby way, using only the nouns, verbs, and adjectives, as babies do when learning to talk. I never told her Mother Goose rhymes or fairy tales, as I felt that *truth*, not pretty *falsehoods*, should be used in laying this foundation work in the mind. I often told her stories of “when I was a little girl,” to give variety, and bring out moral lessons which I wished to impress upon her mind at that particular time.

I do not remember when I learned to read, neither does my daughter remember when she began. In her case, I know that she did it so easily, so naturally, that it seems to her as though she could read always. Like all babies, she had building blocks, and she learned the names of the letters, figures, and animals that were printed on them by asking what they were and being told — a natural method certainly. The sounds of the letters were a sort of play with her. She would laugh at funny sounds, and the copying or repeating of them was as funny to her as mimicking the dog’s “Bow-wow” or the cat’s “Mew.” I was then, as I am now, enthusiastic in my belief in the benefits of teaching “phonics” as a foundation for independent reading.

She soon wanted to learn to read the Bible for herself, and that too at an early age. I never did any formal teaching with this child. I never sat down and said, “Now I am going to teach you to read;” but she took a Bible and started in at Gen. 1:1, and I answered *all her questions*. That natural method is the secret of the home’s work for the child, as I see it. Meet his mental demands, just as you do his physical needs with food and protection. Feed him truth, protect him from the blighting winds of the false and the impure.

When the little girl was five years old, she could read simple passages

in the Bible, and from that time until now, reading has been a delightful occupation to her. During her ninth year, she read the entire Bible by course, and she read with expression and understanding, so far as her knowledge of life went. She had no difficulty whatever with hard names or other long words. I always talked plain English to her, just as I talked with my husband and other grown people, using my ordinary vocabulary. If I used a word that was new to her, she soon found out what it meant, because that was the habit of the family — to learn. Our first opportunity to send her to church-school came in her tenth year, and she easily took her place in the fifth grade, though this was the first formal schooling she had. The little boy, being delicate when a small child, developed more slowly, but entered the third grade at eight years of age, and has now finished the ninth grade in his fifteenth year, and is strong and robust.

The home duties, the care of the baby, the doing of errands, provided physical development and training when combined with the natural romping play of the little child, so that body and mind received equal attention. I wish to repeat the thought that the mental attitude of the parents toward learning is of prime importance in the mental training of the child, and even though one's advantages may have been meager, he may have the spirit to learn with the child, and be his companion in all his study and work. At the present time we have so many helps for parents, excellent books prepared by those who have made a study of the best plans in teaching, and who know how to present the subject-matter in a way to meet the needs of parents and children, that we are all without excuse if we fail in our duty to the children.

The Kindergarten in the Home

BY KATHERINE B. HALE

THE home is the ideal place for the ideal child education. It was so recognized by Froebel, the great kindergarten preceptor, who believed that the natural activities of the child could be so directed in the home that through play and occupation the little one's physical, mental, and spiritual powers would be awakened, exercised, illumined.

"Come let us live with our children," said Froebel. Is not this invitation in harmony with the following instruction: "Let fathers and mothers take time to teach their children, let them show that they value their help, desire their confidence, and *enjoy their companionship*"?

The aims of the kindergarten, its past and present conditions, the development of its gifts and occupations, make an interesting and profitable study for those who believe that "even the little ones should be trained," and that this training should begin with "their earliest years." But it would take more than a brief survey of the development of the kindergarten to point out the merits and demerits of a system that is

truly making "a magnificent effort to rescue the innocents from parental inefficiency," and it is not our purpose either to defend or to denounce, but rather to suggest that possibly the materials of the kindergarten may help the mother in the home in answering Johnny's and Mary's question, "What shall I do *now*, mama?"

Broadly speaking, the "occupations" of the kindergarten include all materials used to satisfy the impulses of the child "to busy himself." Materials which supply the child with objects for free play, but which are not changed in the play, are called "gifts." These include the soft worsted balls for the nursery; the wooden sphere, cube, and cylinder for later exercises; the building cubes, oblongs, squares, pillars, and triangles of the larger divided cubes; the tablets, surfaces of the solids before mentioned; sticks and rings, the embodied edges of the flat surfaces; the wooden kindergarten lentils, the embodied points. What possibilities of "busying himself" do these gifts hold for the child!

Then there is the group of so-called orthodox "occupations," frequently likened to a chain of continuous links, beginning with a consideration of the most elemental form, the point, and proceeding to a study of the most complex, the solid.

Enumerated in their regular order, these occupations are as follows: Perforating, the making of holes or points; sewing, the connecting of points; drawing, the continuation of points to form lines; coloring and painting, the production of surfaces by aggregation of lines; interlacing, the outlining or surface; weaving, the making of surfaces by combinations of strips or broader lines than those used in the coloring; folding, the analysis of surfaces; folding and cutting, the further analysis of surfaces; cardboard modeling, the combination of planes to form what is known by that contradictory term, hollow solids; "pease work," the formation of skeleton solids; and clay modeling for actual solids.

By means of the occupations of the kindergarten the child may be encouraged to illustrate and dramatize the wonders of nature and the truths of revelation. He can in his play world learn much of the great life about him, and be easily led from the known to the unknown.

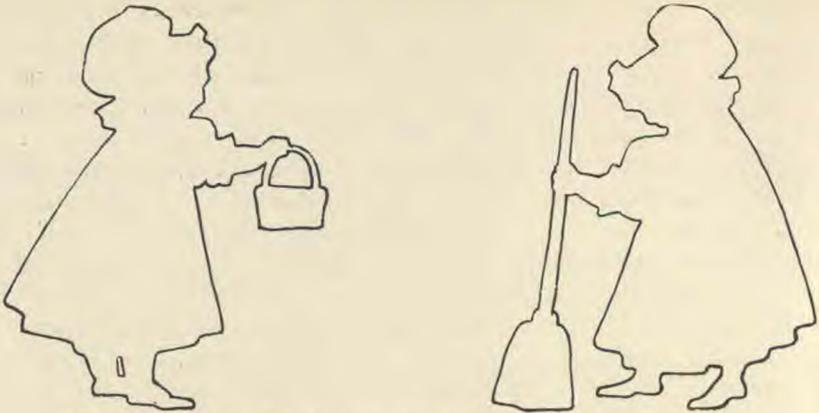
The materials of the kindergarten lend themselves to story illustration, to sense training, to a study of songs, poems, pictures, and games; and while the children are expressing themselves through these materials, they are gaining power, knowledge, skill.

The occupations of the kindergarten will amuse the child for hours at a time with but very little effort. They encourage his powers of comparison, and satisfy his desire to imitate and reproduce.

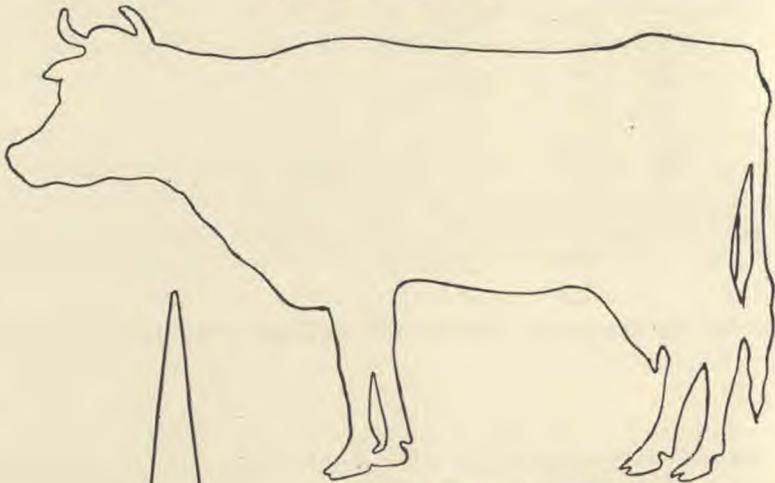
Paper-Cutting Exercises

Paper-cutting is one of the simplest and most convenient means of illustrating and impressing memory verses. The three illustrations given herewith are selected from the folder of cutting patterns¹ recently prepared for similar use in the first year of the primary school.

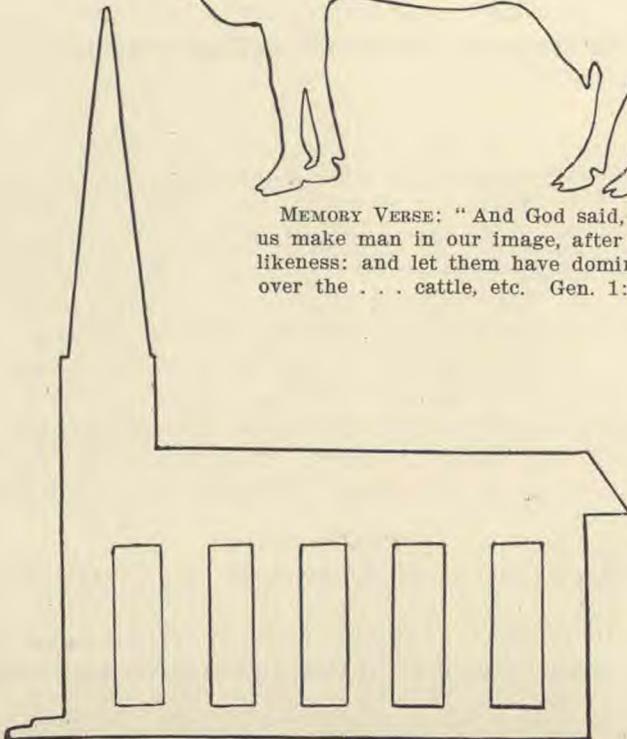
¹ Prepared by Mrs. Delpha S. Miller, and published by the Pacific Press Publishing Company, for memory verse illustration. Set One is for the first-year primary. Price, 25 cents.



MEMORY VERSE: "Whatsoever thy hand findeth to do, do it with thy might." Eccl. 9:10.



MEMORY VERSE: "And God said, Let us make man in our image, after our likeness: and let them have dominion over the . . . cattle, etc. Gen. 1: 2-4.



MEMORY VERSES: "Remember the Sabbath day, to keep it holy," etc. Gen. 20: 8-11.

Talks to Children

BY MRS. MATTIE KELLY

Talk I

CHILDREN, do you love to play in the shade of the tall trees, and listen to the songs of the pretty birds? And do you love to gather beautiful flowers to bring home to mama?

Do you love the bright sunshine after the rain has made the grass and leaves so fresh and clean? I seem to hear you say, "Yes, we do."

Then I know you will want me to tell you of the One who made all these pleasant things for us to enjoy.

You have often gone outdoors after it began to grow dark, and you have looked up into the sky and seen the moon and so many, many stars.

Well, far beyond the stars is heaven, the home of God, our kind Heavenly Father, and Jesus, God's dear Son, who made this great earth and all the things we love so much.

He made them because he loves us, and wants us to be happy, and always to remember to love and obey him, for we are his children.

Try to repeat this little text: —

"We love Him because he first loved us." 1 John 4: 19.

Questions

1. Whose home is beyond the stars?
2. Why did God and Jesus, God's Son, make this great earth and all the things we love so much?
3. What does God want us always to remember?
4. Are we his children?
5. Say the little text that tells us why we love God.

Talk II

I can not tell you how very bright and beautiful it is in God's home in heaven, for it is more lovely than anything upon this earth. There is never any sorrow, or sickness, or dying there. All is love and joy. Bright, shining angels live there, too. They are God's messengers, and always love to obey him, just as you are sometimes mama's little messengers, and love to do the errands she bids you.

And God often sends his angels down to this world to be with us, to keep us from harm, or to help us to do right when it seems easy for us to do wrong. We can not see the angels, but they are near us just the same; and it makes them very happy when we try to do what is right.

God is pleased when we do right, too. And although we can not see him, God sees us wherever we are, and whatever we do. He knows even our thoughts, and in heaven our words and deeds are remembered, and written in a book. How careful we ought to be always to speak and do those things that please the angels and our kind Father in heaven!

When you feel like doing something wrong, think of this little text: —
"Thou God seest me." Gen. 16: 13.

Questions

1. Can I tell you how bright and beautiful it is in God's home in heaven? Why?
2. Is there any sorrow, or sickness, or death there?
3. Who besides God and Jesus live there?
4. Does God ever send his angels down to this world?
5. How do the angels often help us?
6. Can we see the angels? But are they near us?
7. Is God pleased when we do right?
8. Does God see us and know all about us?
9. Where are our words and deeds written?
10. When we feel like saying or doing something wrong, what little text should we remember?

How to Cut Stars

The Four-Pointed Star

FOLD a square (3- or 4-inch) of paper on its diameters. Open and fold one diagonal. Open. Fold on both diameters and leave folded, and fold on the crease made for the diagonal. The result is a right-angled triangle. (In folding on the diagonal it is better to fold one side front and the other back, that there may not be so many thicknesses folded.) Place the triangle as indicated in Fig. 1. Bisect the left edge at *a*. Cut on line *a b*. Unfold the star (Fig. 2).

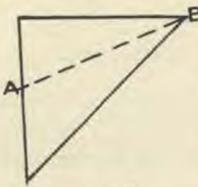


FIG. 1

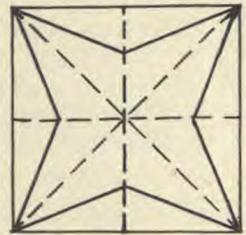


FIG. 2

The Five-Pointed Star

Fold a square of paper on the vertical diameter. (Keep this diameter at the right hand and vertical.) Trisect the lower edge of the oblong thus made. Bring the upper end of the diameter to the point of tri-

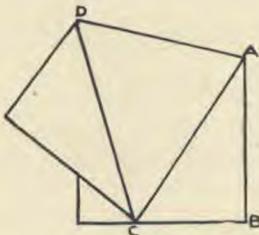


FIG. 3

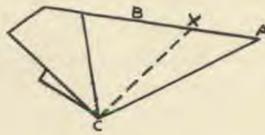


FIG. 4

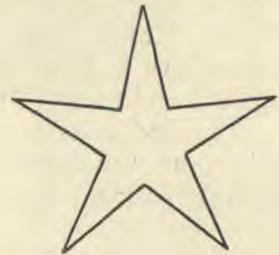


FIG. 5

section, *c* (Fig. 3), nearest the left corner of the oblong, and crease the fold. Fold the right-angled triangle *a b c* (Fig. 3) back on the line *a c*, and fold the edge *a d* onto the edge *a c*, creasing each fold. The result will be Fig. 4. Bisect the edge *a b* at *x*. Cut *c x* and unfold. The result will be a five-pointed star (Fig. 5).¹

¹ Taken largely from "Paper and Scissors in the Schoolroom," by Emily A. Weaver.

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The terms of subscription to this journal, for all, are:—

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In clubs of five or more, one address,
one order, 35 cents.

AT the time of going to press we had left only 150 copies of the Summer Campaign number for 1911. Thus another 10,000 have gone into the field to strengthen the educational leaven.

SINCE the previous number of this journal was issued, a little over 600 names have been added to our subscription list. These have come largely from the Western States, where our camp-meetings were held early. Energetic work is now being done in the Central and Eastern States.

AT the annual session of the National Education Association in San Francisco, July 8-14, the Pacific Press had a booth near the entrance of Pavilion Rink, the place of general assembly. Here were displayed our educational publications. A large number of leaflets descriptive of their contents, together with copies of this journal, were handed out to the many interested teachers. The publishers feel well repaid for their expenditure of means and effort on this occasion.

The Journal Supplement

THIS is a sheet four times the size of this journal page. Half of it contains short sentences related to the matter in the readers, printed in large, clear type, and marked off by guide lines for cutting up into words and phrases to be used in reconstructing the sentences or in constructing new ones, with printed directions on how to use them. The other half of the sheet contains outline pictures for outline drawing, coloring, or cutting, to illustrate Bible stories.

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Sp. T. for "Special Testimonies on Education."

Vol. (any number) for the regular set of Testimonies.

D. A. for "Desire of Ages."

H. L. for "Healthful Living."

C. O. L. for "Christ's Object Lessons."

M. H. for "Ministry of Healing."

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Chapters or volumes are referred to by Roman numerals; pages by Arabic numerals.

SPECIAL NOTICE

As this issue of the journal will come into the hands of many new readers, we wish to say to them that we still have on hand a few copies of each number of Volume II. Here is a suggestive list of many of the excellent things you have missed by not being a subscriber last year:—

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