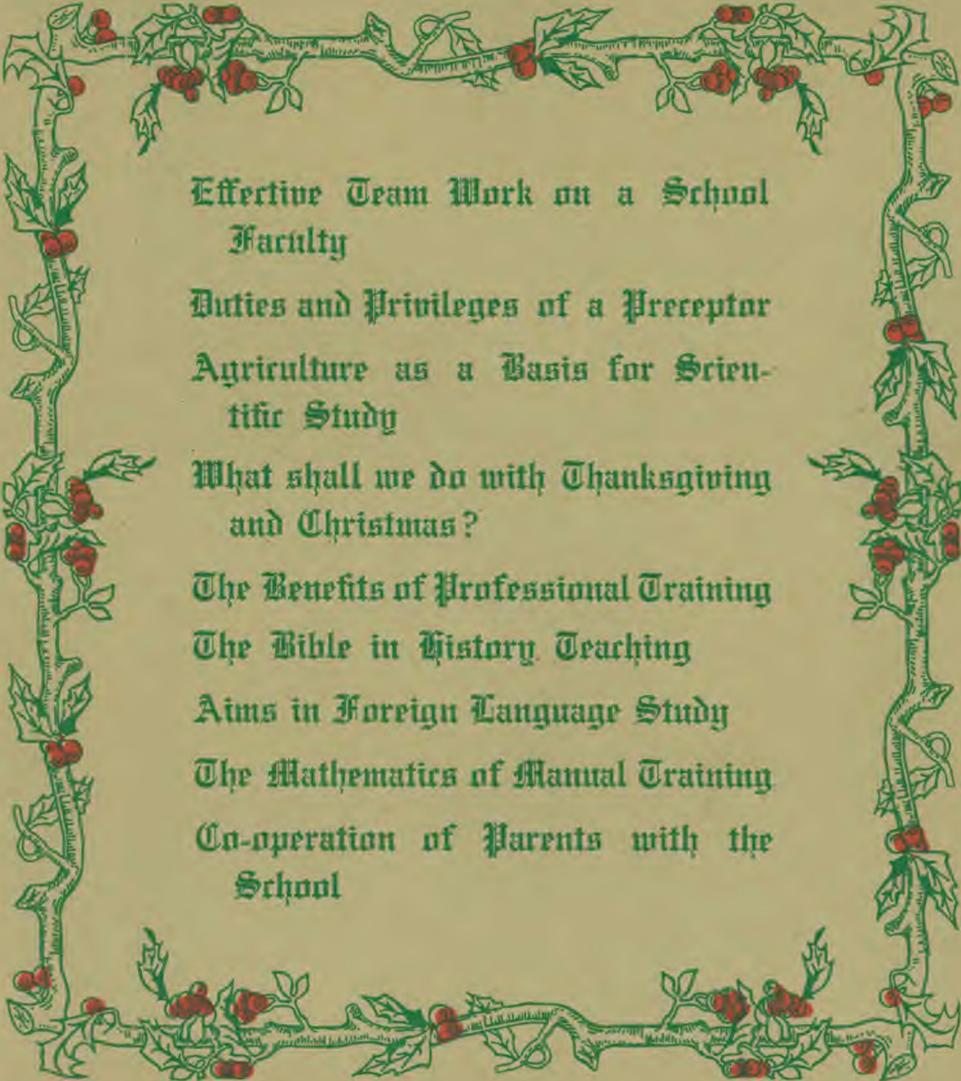


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# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL



Effective Team Work on a School  
Faculty

Duties and Privileges of a Preceptor  
Agriculture as a Basis for Scien-  
tific Study

What shall we do with Thanksgiving  
and Christmas?

The Benefits of Professional Training

The Bible in History Teaching

Aims in Foreign Language Study

The Mathematics of Manual Training

Co-operation of Parents with the  
School

# Thanksgiving Hymn

A. Maria Crawford

With humble heart I come to Thee on this Thanksgiving day  
To pray, O Lord, that Thou wilt give me words with which to say  
How grateful am I for Thy loving bounty and Thy grace,  
And for the myriad ways in which Thou'st made me see Thy face.  
Although my fields are barren now, with weeds and grass o'ergrown,  
And though a wintry wind sighs fitfully and makes low moan,  
I know those fields will yield once more a plenteous harvest store,  
That spring will come again, and lo, her wealth of breezes pour  
To wake and warm the earth. Whistle of quail and sparrow's chirp  
Give place to wondrous bird songs when the summer shall usurp  
The icy realm of winter and the dreamland of the spring.  
Thus with glad hope aflame within my heart, aloud I sing  
Thy praise, dear Lord.

The pumpkins, ripened yellow, gleam upon the hillsides brown,  
Frosted with the breath of morning, rinsed with sunshine Thou send'st down ;  
Behold my barns and warehouse almost bursting with their store  
Of food for man and beast, until there's room for nothing more.  
But greater far than wealth of orchard or of furrowed field  
I hold my children, Lord, fair gifts of Thine, whose coming sealed  
My trust in Thee. Children of earth, yet fruits of love divine,  
And I must answer make for these loaned treasures, Lord, of Thine ;  
Shield them, and if one wanders far from out Thy fold so blest,  
Seek him and find, e'en as that lamb Thou bore upon Thy breast.  
For all Thy tender mercies and Thy love, teach me to pray  
And gladly yield from out my store on this Thanksgiving day  
To Thee, dear Lord.

Amen.

*Courtesy Ladies' Home Journal*

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"There's iron in our Northern winds;  
Our pines are trees of healing."  
— Whittier.

# Christian Education

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No. 2

## Effective Team Work on a School Faculty

BY FREDERICK GRIGGS

No faculty can be successful in its work unless it is thoroughly united. It means considerable for this condition to exist; for, as a rule, educators are very independent thinkers, having original ideas on nearly every question of school organization and management. But it is not impossible for the best of unity to prevail, and in a Christian school it is absolutely necessary that it should if success is to be had in its work.

The faculty must be a self-governing body so far as its relation to the school is concerned, and this can be accomplished only by the principle of majority rule. Every matter of organization, management, or discipline should be open to the freest discussion, and majority opinion should prevail. But this can be done in reality only when the minority, after having freely expressed their minds contrary to the action of the majority, throw their interests into the carrying out of the plans adopted. Oftentimes there is a tendency on the part of those who disagree with the majority, particularly in cases of discipline, to assume either an indifferent or a hostile attitude toward the action, and herein lies one of the greatest menaces to the prosperity of the school. There never should be a division in the faculty, and there never can be if the principle of majority rule is heartily entered into by all.

Another element of success lies in the absolute secrecy of all faculty actions that should for any reason whatever be held in confidence. Items of faculty discussion easily become distorted and work great harm in the minds of the students, especially when imperfectly understood. Teachers should always be sympathetic with their students, entering into their difficulties and perplexities, but never should this sympathy be manifested in encouraging them in any feelings of unkindness which they may have over discipline administered by one of the teachers, or by the faculty as a whole. Nothing will break down the spirit of good will and hard work in an educational institution sooner and more easily than for students to discover sympathy or a feeling on the part of a teacher that they have been dealt with unwisely or unjustly. It matters not how strongly a teacher may feel that an injustice has been done a student, such a feeling should not be shown the student; nor is it necessary in considering the best good of the student. A teacher may, and should, endeavor to lead his fellow teacher who has been unjust, to see his mistake and make reparation, but the aggrieved student should discover only unity. More harm may come from a discovery of division among teachers than from the wrong done

the student. The freest spirit of kindly criticism and suggestion must prevail among members of the faculty. This must be true, helpful criticism, not faultfinding, and must be given in a spirit of helpfulness. The members of the faculty must take time to become acquainted.

There is an essential difference between principle and the application of principle, and it often occurs that those who disagree with their fellow teachers feel that they are standing upon principle, when as a matter of fact they are dealing only with the application of principles. While a principle of Christian education is a fixed institution, its application is a matter of individual judgment, and it requires a spirit of harmony to bring these individual judgments into unity.

Devotional exercises are an imperative necessity for the faculty in a Christian school. Before every general gathering of the students, such as chapel exercises and the school prayer-meeting, it is most important for the faculty to meet together for a short season of prayer, asking the Holy Spirit to give direction to the

meeting. In these faculty prayer seasons the same co-operative spirit is necessary. Each member should feel that he is in duty bound to take an active part in the religious work of the school.

A very practical aid in effective team work is for the faculty to go over the class work of each student together. It is an excellent idea for the school to give grades to the pupils at least once a month, and for these grades to be considered by the faculty as a body before they are given. Thus each teacher has the opportunity of becoming acquainted with the full work of every student.

An "evener" is regarded an absolute essential for effective work with a team of horses. With its use there is a giving and taking process, and yet each horse is doing his full duty. So it is in a faculty; and the evener which makes possible this giving and taking process is nothing more nor less than a spirit of good will and consideration for the work of others. Such a spirit existing in the faculty will permeate the school, and success is certain to be attained.

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## Faulty Nutrition a Cause of Fatigue

BY G. H. HEALD, M. D.

IN a former article it was shown that so-called fatigue is often caused by a lack of fresh air. Adequate ventilation would effectually prevent much that now passes for an evidence of overwork.

Another cause of fatigue is faulty nutrition. When for any reason the proper nutriment is not supplied, there is sure to be trouble in the vitality factory. It stands to reason. Shoddy wool can not be made into good clothing, though it may be made into a semblance of good clothing. Poor brick and rotten timber may be made into a building that will deceive the purchaser, but it will not

stand the test of use. Poor food may make a body that has the appearance of efficiency, but it will fail when the test comes. An efficient body — efficient mentally and physically — can never come from poor food. If the food supply is wrong, there is necessarily a decrease in effective work and in capacity for work. The student who is wrongly fed will tire before he ought to, and likely as not "overwork" will get the credit that should go to wrong feeding.

This wrong feeding may be due to any one of a number of conditions. The necessity for rigid economy in gaining an education, may be the mo-

tive for adopting an inadequate diet; but often as much is paid, in such a case, for the food that fails to nourish, as would provide an adequate and nourishing though simple diet. The mistake is too often made of restricting too closely the proteid and the fat in the diet, as these are the more expensive. And then, the natural taste for sweets leads some to purchase largely that class of foods known as carbohydrates. It is true that the carbohydrates should furnish the bulk of any dietary, but they should not furnish all; for if one makes a diet almost exclusively carbohydrate, he is almost sure to suffer from it.

But oftener the trouble is that indulgent parents send their student sons and daughters boxes of "goodies,"—sweets, confections, and various mixtures,—which with vigorous exercise might be disposed of

without noticeable disturbance, but with a minimum of outdoor exercise, and with an appetite that requires whipping up by means of various dainties, it is easy to do two things: to overload the blood with material requiring oxidation, with a resulting disturbance of the eliminative organs, lack of freedom of thought, etc.; and, if the food is in excess of the digestive capacity, it becomes a nidus for the development of harmful bacteria, the production and absorption of poisons having a very deleterious effect on the mental activity.

The student who desires to do his best work will exercise enough to maintain an appetite for plain, wholesome food, and will be careful not to eat as he would when pitching hay on the farm. Otherwise he will surely suffer from overwork, but it will be overwork of the stomach.

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## Duties and Privileges of a Preceptor

BY ONE OF THAT ILK

WHEN I was graduated from Battle Creek College nearly a score of years ago, I said then my first choice of work was teaching. In this I was gratified; for the sweet echoes of commencement day had not died away before I accepted a place on one of our college faculties. Only two years since that time have I not been a member of a teaching body.

But what I was going to say in particular is that during my senior year in college I was heard to say more than once, in anticipation, that one class of teacher I could not consent to become—a preceptor. I must hasten to say, however, that such a feeling was not engendered by my having been under an incompetent preceptor during my five years of boarding-school life. In fact, as I look back on it now, I regard him as one of the very best it has been my privilege to know. No, it was not a

misfortune of this kind that accounted for my attitude. It was rather that the work of preceptor, as I viewed it, required more tact, patience, generalship, and consecration than I had at my command. Such work was too responsible for an inexperienced, untested teacher to undertake.

Well, what was the result?—The very first thing proposed to me on arriving at the college in which I had agreed to take a full line of teaching in a department to my liking, was that I act as preceptor that year! They had no preceptor yet, the boys were already coming in, I was the only available male teacher to live in the home, the president regarded the home interests equally vital with any other in the school, if not more so, my five years as a home student would help me to feel at home in this work,—would I not consent to help

them out of their embarrassment?

The first question I had to settle then, as well as in every important decision since that time, was, Is the hand of Providence in this matter? I had at least this assurance, that my mind had been sufficiently exercised on this very work beforehand to cause me to think somewhat about it; and this further, that foreseeing by Him with whom we have to do does not necessarily mean foretelling, else we might faint by the way.

It is often highly beneficial to be brought face to face with the necessity of deciding an important question promptly; at least in this case, the evidences that I had done well in accepting the preceptorship began to appear (to me) immediately. I saw clearly that if I was to act in such a capacity with boys of all ages, of all kinds of previous training (or lack of it), with preconceived notions, inherited tendencies unknown to me, from all sorts of environment, and with all kinds of personal habits more or less fixed, I should have to live more circumspectly, in every sense, in my association with them than I ever had before. Boys away from their parents; I must be a father to them, though not yet a father myself. Boys here to make a business of learning; I must be a teacher to them, not in precept only — a preceptor — but more especially by my daily and nightly example. Wards, pupils, boys, on my hands twenty-four hours in the day seven days in the week; O Lord, renew a constant spirit within me!

I went to the president and asked about my —

#### *Duties*

With the spirit of deep solicitude characteristic of one just entering upon his first year's presidency, he directed me to the regulations printed in the calendar. These, he said, embody the principles which we believe will work for the best interests of the school.

Duty 1. To see that these regulations are faithfully observed by the boys.

Duty 2. To assign each boy his room, placing, as far as advisable, one boy in a room as long as space does not require more.

After becoming better acquainted with the boys, and the space is needed,—

Duty 3. To "double up" the boys in such combinations as you think will work for the best results, at the same time regarding their individual wishes as far as consistent with the desired end.

The rooms and furniture have all been repaired, cleaned, and put in order, and you are —

Duty 4: To see that they are all kept up to the standard indicated by the condition in which they are found.

To encourage order, cleanliness, and promptness, you are —

Duty 5. To arrange a schedule of warm baths once a week (or twice a week if you can); to provide a period for cold sprays in the morning for those who wish them; and to see that no one's time is encroached upon, and that the tubs and rooms are left tidy by each user.

Duty 6. To assign to each boy a definite place at prayers, during the silent hour, and study hour, and, together with the preceptress and the president, definite seats in the dining-room and the chapel.

Duty 7. To keep in close touch with the work of the matron, the superintendent of industries, and the other members of the faculty, so far as the work of the boys is concerned.

Duty 8. To encourage, by example and otherwise, attendance of and participation in religious exercises, using care not to "gospel harden" those of little or no experience in spiritual things.

Duty 9. To act a responsible part in arranging such social diversions and health recreations as the faculty may deem best to provide.

Duty 10. To seek by correspondence with parents to acquaint yourself with such facts about their sons as will help you to understand them better and deal with them more wisely.

I could see that the president was an adept at making precepts, and I felt that if I could make as good a preceptor as he was precept-maker, things might go on well. I sought conscientiously to do my part well in having these precepts lived up to — too well, perhaps, in the letter of them. I myself was being schooled, in a fuller sense maybe than were any of my proteges. The way in which I learned to look upon that delicate but richly compensative work, is in the light of the —

#### *Privileges*

which it affords for teaching young ideas to aim at the right mark and how to shoot to hit it.

Privilege 1. Of showing the boys that regulations are not intended to be merely prohibitive, but to serve as guide-posts along the way of wisdom; that some of them are made for the sake of order and concert in a large family; that they never disturb any one who lives in harmony with their spirit; that there is no occupation in after-life that does not have its rules and limitations; that obedience to them is the only way to understand their true value; that self-regulation is the most fruitful kind; and that I can keep as well as make precepts.

Privilege 2. Of showing the boys that occupying a separate room and separate bed, has advantages of health, and gives a chance to exercise and develop individual tastes and ideals, as they are formed from day to day by instructors.

Privilege 3. Of showing the boys that when necessary we should trim our individual likes, where no principle is involved, to the convenience of another, share with him the things

we enjoy, and learn the principle of adaptation on a small scale for the value it will be on a large one later in life.

Privilege 4. Of showing the boys that whatever we lay our hand to in life, should be left, at the very lowest calculation, as good as we found it, but rather better; otherwise the world is no better for our being in it.

Privilege 5. Of showing the boys that physical cleanliness, even to the tips of the fingers, the roots of the hair, and the clothing that covers the body, is strongly conducive to moral cleanliness and intellectual vigor, and aids in gaining access to the better class of society.

Privilege 6. Of showing the boys that to know their place and always be in it, is a vital essential to success.

Privilege 7. Of showing the boys that our interest follows them into other than strictly our own, our "official," sphere of action.

Privilege 8. Of showing the boys that true religion is the strongest, most elevating, influence in a man's life, but that it is much broader than routine attendance upon religious exercises, that it consists primarily in a right individual relation to God.

Privilege 9. Of showing the boys that the chief ingredient in real recreation is not "amusement," nor "fun" of a sordid kind, but is diversion or change in the *direction* of our activities, not entirely in their *quality*.

Privilege 10. Of showing the boys that our solicitude for their welfare has clasped hands with that of their natural preceptor,—the parent.

Thirteen years of almost continuous service as preceptor, has led me to value its privileges equally with those of teaching in the abstract, and to hope that the standard of qualifications for those called to this sacred office, may be set at least as high as that for any other class of teacher.

# Agriculture as a Basis of Scientific Study

BY LOUIS A. DAHL

"SCIENCE is knowledge duly arranged and referred to general truths and principles upon which it was founded, and from which it is derived."

Science is not merely the study of a series of miscellaneous facts, but is the correlation of facts into a definite system. To memorize a series of mathematical facts, such, for instance, as  $2 + 2 = 4$ ,  $10 \div 5 = 2$ ,  $\pi = 3.1416$ , etc., does not constitute the study of the science of mathematics. But when mathematical ideas are brought together into their proper relations, when a definite system of facts has been developed, then we have the *science* of mathematics. The same may be said of chemistry, physics, botany, or any other science.

One of the weak points in the course of study usually termed a "science course" is the lack of correlation between the various sciences brought together in such a course. Each one, whether it be mathematics or physics, botany or chemistry, is taught as a distinct science in itself, and has little connection with any of the others. It is true that all the sciences are related, but these relations are not understood by the student who takes up such a course. As a given amount of time spent in learning a miscellaneous collection of mathematical facts is of less value than the same time spent in the study of mathematical science, so also the study of the various sciences as distinct, or nearly distinct, sciences is of less value than the study of these sciences brought together into their proper relation to one another, and treated as special features of one broad, basic science.

Granting that the sciences would be better taught as one broad science, the question remains, How shall these sciences be brought together into

one? What are the general truths and principles upon which such a science must be founded, and from which it must be derived? We who believe that this world was created by an all-powerful and an all-wise God should find but one answer. We must study the things of nature as the result of a definite plan of the Creator, as things formed for a definite purpose.

We are told that the great law of the universe is the law of ministry, of service, and that before the fall all created things testified of the Creator's love for his creatures. Our study of these things must show us this in the wonderful ways in which the wants of the living things are supplied, in the wonderful adaptations of means to end, and in the exercise of infinite power day and night that we may be clothed and fed.

The value of correlating the sciences may be seen in the medical college course and the agricultural college course. In these courses the sciences—physics, chemistry, bacteriology, etc.—are taught separately, but they are still correlated, blended together, into the one science. The one who completes such a study has a more practical knowledge of each of the sciences and of their interrelations than the one who has completed a non-correlated study of the same sciences. He has a better foundation upon which to carry on his future study.

The advanced student who is studying to be a physician or a farmer, would naturally get the correlation of his science study through the medical course or through the agricultural college course. The advanced student who does not plan to enter such work, and the younger student who has not yet begun to take up studies in his special line, are each at

a disadvantage because of the lack of coherence between his studies. This lack should be supplied, and it can be supplied by carrying on some study which will accomplish this end, and which will also be of practical value to him during the time when he is getting his education. In the industrial school where agricultural work is being carried on, this need can best be supplied by the study of agricultural science. It meets all the requirements of the situation.

As a means of correlating the sciences the study of agriculture is of the highest value. It includes them all. While it may be adapted to the minds of children, it may also bring in the deepest scientific truths. It is the study of living things and the means by which the Lord of nature supplies their needs, thereby bringing in also the study of inanimate matter. There is therefore no limit to the knowledge which may be gained in this direction, as all the natural sciences may be included. As a preparation for a medical course or for other special scientific courses it is of the highest value, because of the breadth of view it gives to students.

The study of agriculture has also the advantage that it may be adapted to the minds of the less advanced students, so that it may be used as a means of correlating the elementary science work generally taught in high schools, and usually taught in a more or less disconnected manner. It finds daily application in the work of the industrial school, making the manual work something more than mere drudgery, and is itself more readily grasped and retained because of this practical application. It therefore lends itself readily to a really practical education,—the education of head and hand, the blending of principles and practise. It is thus especially applicable to the needs of the intermediate and academic grades, the grades in which this combination of intellectual effort and manual practise is

by common consent most essential.

The study of agricultural science is the study of plant and animal life, their needs, and the condition best suited to their highest development. If carried on properly, it would be the study of the provisions which the Creator has made for their best growth, and the wonderful ways in which these conditions have been supplied. It would show that the lessened fertility of the land and the degeneration of plant and animal life are due to the blighting influence of sin, that good farming means the overcoming of these conditions which are the direct or indirect result of sin. Hence it would follow directly in line with the spiritual instruction in the school, testifying of God's wonderful love and of the awful results of sin.

In the school which is endeavoring to give a threefold education,—the development of the mental, moral, and spiritual powers,—the central thought upon which the agricultural science study should be based is the belief that this world was created by an all-wise personal God, and that it is upheld and controlled by the continual exercise of his infinite power. It is impossible to study the subject without seeing that there is a plan to the things of nature, and there is an unconscious tendency in the scientist to arrange the ideas according to one central idea. In many of the agricultural schools of the present time this central idea is the doctrine of evolution. We can not break away from modern methods without feeling that something is lacking. It is not the doctrine of evolution which is lacking, but the correlation which has been brought about by the use of the evolution idea. We need something better for our foundation thought, *something which is true*, and we may find it in the text, "Fear God, and give glory to him; . . . and worship him that made heaven, and earth, and the sea and the fountains of waters."

## Agriculture as First-Year Science

THIS is the title of an editorial appearing in the September (1910) number of the *Experiment Station Record*, a monthly periodical published by the United States Department of Agriculture. While written primarily with the public high school in mind, it contains so many points that harmonize with and confirm the presentation in the preceding article, that somewhat generous extracts are given herewith.

Among the subjects of educational discussion at the present time, in teachers' conventions, in professional journals, and in the public press, there is probably none more prominent than the questions connected with the teaching of agriculture in the public schools. This interest centers chiefly in the high school and the place which should be assigned to agriculture in its curriculum. The relations of the subject to other science studies, whether it should be taught at the beginning or toward the end of the course, and the entire question of its proper pedagogical setting, are included in the discussion. Such interest justifies a somewhat detailed consideration of the advantages which agriculture offers as a study introductory to other lines of science work in the high school.

Probably the most striking defect of the science curriculum is its lack of proper gradation and coherence. The prevailing tendency has been to present in successive years a variety of loosely related subjects no one of which is definitely planned to be a preparation for those that follow. The futility of such a course has recently been vividly [and humorously—Ed.] parabled by Dr. John Dewey in the following hypothetical history of language study in the later seventies and eighties of the nineteenth century. He says: "Each of the three terms of a year was devoted to a language. In the first year Latin and Greek and Sanskrit were covered; in the next, French, German, and Italian; while the last year was given to review and Hebrew and Spanish as optional studies." Yet good authorities state that this impossible description very accurately represents the present conditions of science teaching.

One great desideratum in science, as in all other school subjects, is such a presentation of the subject-matter as will best appeal to the student's personal interest in the further pursuit of the study. And such

an arrangement would properly take the place, if necessary, of any logical or merely economic arrangement of subjects.

Experience has already shown that domestic science, the mechanic arts, and agriculture, as first-year high-school subjects, do furnish an almost compelling motive to further scientific study for the sake of information that can be used, either for the betterment of the individual or of the race. The proof of these results can be seen, of course, only in actual observation of the teaching of these subjects, but the reasons for the appeal which industrial study makes to the student's interest are not difficult to understand, and the practical teaching advantage of approaching science study through this means of motivization will become increasingly evident as courage is found to depart from the present irrational sequence of science subjects in the usual high-school course.

The basic materials of civilized life come from the earth, and are chiefly the products of agriculture. Their elaboration, manufacture, and dissemination is the business of the mechanic and commercial industries. Their actual use, and all the multifarious interests and activities of mankind—social, political, and educational—are resultants of the racial instinct of home making. Considered in its comprehensive sense, as an art, a science, and a mode of life, agriculture embraces some phases of all the other activities; but considered merely in its scientific and productive aspects, it constitutes an almost ideal introduction to high-school science work.

The study of agriculture, in a natural, unforced way, so draws upon all these subjects [geology, botany, zoology, chemistry, etc.] as to discover to the student their educational values and interrelations. The pupil who becomes interested in agriculture as the great basic industry of the race finds himself under the necessity of studying its included subjects as a means of understanding the essence of agriculture itself. In the words of President Buckham [University of Vermont], "Agriculture is not a simple science, but a group of sciences, each of which is linked with all the others, so that you can not know even a little of one without knowing something of others."

The sequence of relations embraced in agriculture as a central subject of interest inheres in the nature of the subject itself and in the facts of human experience. This is sufficient explanation of its commanding appeal when properly presented to school students.

The usefulness of agriculture as a school subject becomes apparent in that it can bring about a large reformation of the curriculum without the necessity of completely reconstructing it, while supplying at the same time an effective means of correlating many other subjects of study.

Real and lasting progress in industrial education will be made only when all schools—industrial or otherwise—concern themselves with the needs of human life; and in so far as industrial education tends to vitalize by its example the whole school system, so will its effectiveness be beyond dispute.

The claims of agriculture for use as introductory and co-ordinating science, and its advantages for this purpose over any other subject thus far tried or proposed, may then be summarized as follows:—

1. It interrelates not only the various special sciences but also many other subjects of school study.
2. It provides an interesting form of laboratory work and field observation at the beginning of the high-school course.
3. It supplies an economic as well as cultural motive for science study, and thus allies itself with the spirit of modern educational thought and appeals most effectively

to the personal interest of a majority of students.

4. It tends to develop in the student the ability to make a wise choice of personal vocation by bringing the basic industry of farming into conscious comparison with what he knows of other attractive professions and occupations.

5. It explains and illumines the fundamental conditions of his own environment and daily life.

6. It encourages the habit of discovering and enjoying the culture value of every useful subject of study.

If this outline of great expectations should seem extravagantly broad, it should be remembered that agriculture, though taught in upward of four hundred thirty public high schools and academies in this country, is yet in its infancy as a high-school subject. It is not to be compared with any other present-day addition to the traditional program of the three R's which lacks its fundamental relation to life. It is more than fulfilling its early promise wherever put on trial under wise direction, and it goes far toward satisfying the demand for an education that is visibly related to the real life of the individual and the community, a demand that will sooner or later enforce itself upon the schools.

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## Cold-Air Rooms in School

BY WILLIAM E. WATT

If in this short paper I should attempt to lay down rules by which a man may double his efficiency, his working capacity, and his happiness, the reader would at once feel the temptation to throw the paper aside as being in the class with the statements of the ordinary get-rich-quick schemers. Yet that is pretty close to what is actually being worked out with children in a city school. If the proposition was reversed, and I should say that in a few paragraphs it is quite possible to show how to cut down one's efficiency, working capacity, and happiness, there is none so ignorant of mind action as to say that it is not possible. Conditions in the ordinary school, office, home, church, or shop are such that they

war against vitality and cut down these qualities quite fifty per cent, and this cutting down is entirely unnecessary.

With over a quarter of a century of experience in educational work, I have been depressed by the number of repetitions necessary to lodge a thought in the ordinary mind. Take the subjects taught to children in the first four years of school life. They may all be imparted by a fairly clever speaker in from seventeen to twenty-four hours. Yet we spend two hundred days of each year, five hours a day for four years, getting this small amount done. And does anybody suppose that it is imparted successfully after all this effort?—By no means. Many of the children sub-

jected to common school treatment do not make a grade in a year, but remain five, six, or even eight years in the first four grades. Teachers strain to get the work done. They mourn over their lack of success with individuals and whole classes, and sometimes the conscientious and clever teacher is blamed for not getting her class through in a year when she knows the fault is not hers, but she is unable to put her finger on the difficulty.

*Pressure of desire* must be present in order that any one may really learn anything. Unless the learner wishes intensely to learn the thing, it will not be learned. Sometimes, truly, the child wishes to please the teacher or to avoid trouble at home, and so assumes a fictitious desire for learning. Sometimes he believes what is told him — that he will be sorry some day if he does not learn now, and so for fear of a troublesome hereafter he makes an effort to learn. Most of the work done in school is of this nature. It is an assumed and not a real desire to learn that possesses the child. He gets to be a consentor, and rather than make trouble or interrupt the course of events, he works hard at his tasks. But this is a very different thing from the hungering to know how to read the three-year-old has when he wishes to get the stories out of his books or papers. He has a real yearning for ability to read. If properly taught, he ought to learn to read in a few weeks at about this period of his life. But when he enters school with its adverse conditions to mental effort, with its protracted and tortuous ways of learning the things he wishes to get in a flash, he soon falls into the school apathy, and learns only what he can force into his mind by the cudgeling process. This is why teaching does so little in school.

*To fit pupils to learn* is better than teaching them. Put them into the physical condition which will cause the mind to act quickly and naturally,

give the body ease and joyful activity, keep out the toxins of the house, and children will have that psychological inward pressure for knowledge which will cause them to grasp ideas with avidity, and reviews will not be necessary to any great extent. Instead of spending ninety-eight per cent of the time in reviewing the things not perfectly remembered, it is better to spend some time in getting the pupils fit to learn, and then permitting them to learn, rather than compelling them to try when unfit.

The first requisite to fitting the child to desire learning is to give him natural air. Air raised in temperature or confined within walls is a deadly poison. It kills children, and wears out the lives of adults. The bacteria in drinking water are nothing in their deadly effects as compared with the filth of confined air as usually served in houses ventilated according to modern practises and sanitary science. The scientists have not touched the subject yet. That is to come. Dr. Evans, health commissioner of Chicago, said recently that the city has cleaned up its water-supply, but now it is entering the more deadly field, and is going to see what can be done to clean up its air.

*Children take no cold* when windows are open. That is merely a popular fallacy. After we had had windows open for eight weeks in our effort to fit children to learn, we had them examined by our school physician as to nasal difficulties. Among the ninety children there were two with nasal discharge. In the next two rooms of children treated to the warm air and "sanitary" conditions of the best ventilating system for schools ever devised, there were forty children out of ninety having running noses. Now the two afflicted children in the open rooms were found to have been irregular in attendance, sleeping in closed rooms, and overcoming outside of school hours the good effects produced in them during the

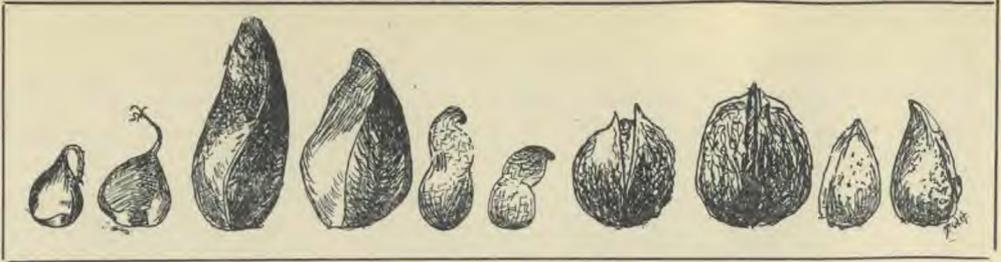
time they were in the school. This convinces us that the open rooms cure catarrh in the head. But we are not trying to cure the children — merely fitting them to study. Incidentally we do cure them, for we have to get catarrh out of the way in order to get that avidity for knowledge which ought to be manifest. The children wear their street clothes. Not a penny has been spent for apparatus. We have taken out the regular school desks and put in chairs and tables. The children sit on the floor for part of their instruction. They jump about the room, fly, swim, crawl, wrestle, and play all manner of games, because these acts are natural to free children.

*All the heat required* for the room is produced in their glowing little bodies. In zero weather we supply some heat. But we do not close the windows or let the room get warm enough to be comfortable to the adult who is weakened by unnatural conditions of living. The children are not cold. On the coldest day this winter some of them threw off part of their wraps as useless. They work in gloves and mittens and wear caps in the school when they choose, but when they wish to take these things off, there is no objection.

*They are growing rosy.* They are happy. They are not taught one tenth as much as the ordinary first primary classes, but they know more. We have an original way of teaching them to read, or, rather, of permitting them to learn it themselves as they learn the names of their playmates. Who ever heard of reviewing a child on the names of his playmates for fear of his forgetting them?

No child is compelled to remain in this open room. All parents have consented or requested it. The children have sense enough of their own motion to rebel when the parent thinks the weather is getting severe and perhaps they ought to take to the regular rooms. We have applications from children in the regular rooms to get into the open rooms when there is space for them. An eighth-grade has asked to have its room made cold.

There will be far fewer little coffins made when this work becomes general. But we are not conducting it for the benefit of the children's health. We wish to fit them to learn. It is a pedagogical question, and the demonstration is made merely to show how to teach children effectually — how to make once telling worth something in school.— *Northwestern Christian Advocate.*



## What Shall We Do With Thanksgiving and Christmas?

BY THE ASSOCIATE EDITOR

ONE thing we should not do is to let them pass by unnoticed. To ignore them, or to attempt to, would be to ignore two observances that have become well fixed in American society. Christmas is a settled festival in all English and many other countries. Thanksgiving is by origin and observance purely American. While both institutions are almost entirely religious in their origin, and to some extent still are in their observance, yet both have become strongly social in spirit and practise. Their annual return affects to so great an extent every movement in the social world, both in the home and out of it,—the very atmosphere is so filled with their spirit,—that we could not ignore them if we would. And we are not ready to say that we would.

Another thing we should not do with Thanksgiving and Christmas is to observe them in such a manner that when they are over we can not enter into the next day's work with greater zest and relish than we could have done without the recreation which they have brought us. If the "day after" finds us dull or "do-less," with little appetite for the sober things of life, we may conclude that our manner of regarding the day needs revision.

In the home the constant necessity of earning the daily bread and of caring for the house and the children, is brightened by a day of entire change from the usual round of duties. In the school, where there is

constant pressure on to accomplish the tasks set for the year, the slackening of the tension a little season may be made restful and helpful if the time is properly occupied.

Just how or to what extent Thanksgiving and Christmas should be noticed, each school must determine for itself, but a few suggestions may not be out of order, especially for the boarding-school.

Let the period of vacation be short, a day or half day at Thanksgiving, two or three days at Christmas.

Make the observance educative in kind and manner,—exemplify to students how such an occasion may be properly kept.

Do not regard the letter of the law in leaving too much of the time vacant, or unoccupied; the letter killeth.

Plan the day, giving the students as large a part as consistent in the planning and the executing.

Let teachers enter heartily with the students into each feature of the occasion.

Have a good dinner; but let its goodness consist in a change of menu, in the method of preparing and serving the food, in the seating or arranging of the tables, rather than in an increased variety or quantity of food.

Decorate the tables, of course, with the products of nature, but let it be done in moderation and with the best of taste; it helps educate the esthetic sense.

Give the students pleasant little

surprises through the day — things you do not have to do "officially." It will help them to reel that you think of them in a personal, interested way.

Let the day's exercise be as largely physical and out of doors as consistent, but do not neglect the mental. Appropriate music and brief, informal readings or talks, make an excellent way to close the day, or to accompany dinner or other exercises.

*On Thanksgiving*

The November (1909) number of this journal contains an article entitled "Thanksgiving Now and Then," which gives an interesting account of the first two Thanksgivings and the development of this institution into a fixed, annual observance, together with some very practical suggestions on how its primitive simplicity and purpose may be restored.

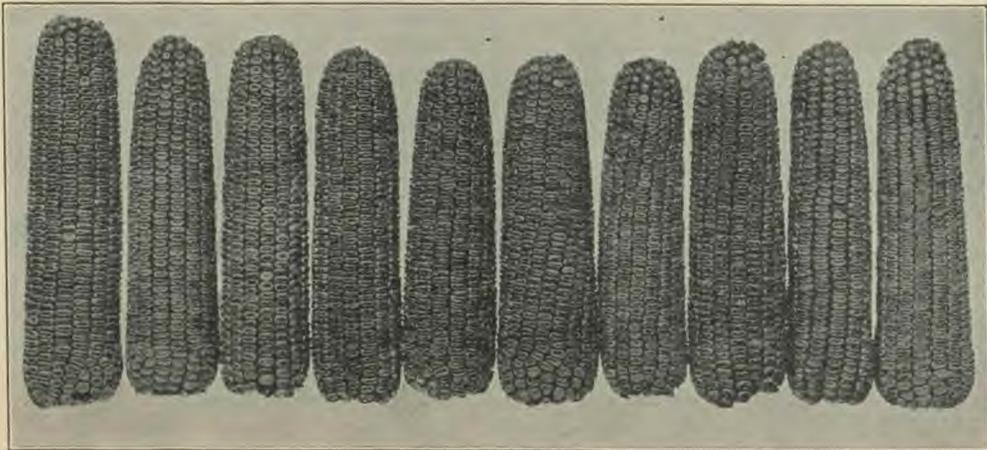
In the Home School department of the same number will be found an article entitled "The Use of Holidays," which is a brief discussion of how the demoralizing effect of holidays upon our students and youth may be avoided, and how such occasions (including birthdays) may be so observed as to bind the hearts of our children closer to the home and to true Christian tastes and ideals.

In the *Ladies' Home Journal* for November, 1909 (appearing after ours was prepared, however), is an

article with the title "Thanksgiving Now and 100 Years Ago." It draws a very pleasing and instructive contrast between the life of to-day and that of a century ago, so far as it touches especially the home and its interests. The daily bill of fare: tomatoes thought poison, no "canned goods" on the market, no transportation of fruits or vegetables from other sections of the country, etc. The inconveniences of housekeeping: no cookstove, no matches, no refrigerators or double boilers or cleaning powders, no ready-made garments, no sewing-machines, etc. The time required for traveling: a written invitation by a Boston family to an absent member in Chicago to spend Thanksgiving at home, had to be mailed the fourth of July; no street-cars, no railroads, no steel pens, postage-stamps, or letter-boxes, no rubber goods, etc. No photographs or pianos or daily papers or baseball or electrical devices.

There is material enough in this one article to illuminate half a dozen sermons on the signs of the times and the fulfilment of prophecy.

In the same number are directions for six simple, tasty ways for decorating the Thanksgiving table with autumn leaves, berries, corn husks, vines, fruits, nuts, pumpkins, etc. It is suggested that such decoration be



not overdone and that it represent the very best taste in the school; for all these things are and ought to be educative.

In the public libraries may be found back Thanksgiving numbers of the leading magazines, besides those of the current year. Many of them keep an index to Thanksgiving literature, besides posting a bulletin of the same. Reference to these will be found very suggestive, and the faculty or teachers who may have the planning in charge, can mold and adapt every item in the day's program to the specific purpose for which our schools exist.

#### *On Christmas*

Although for some reasons it seems fitting to make more of Thanksgiving than of Christmas, yet as long as we are in the world but not of the world, the universal custom of observing this festival may be turned to good account. One of the best suggestions on the keeping of Christmas that ever came to us, was made several years ago in a leading magazine, and we believe it will appeal to many others as strongly as it does to us. It is that of remembering in some form or other, the foreign missionaries whom we know. Far separated from home and friends, the season of the year when family reunions are most common brings in an overwhelming flood of memories and tends to deepen the sense of isolation and loneliness that all normal people thus situated feel more or less at any season of the year. To some, this feeling grows so strong at this time that the only relief is found in putting in the day at hard work. Remembrances of any kind from home and friends, especially from those least expected to remember them, count for far more at such a time than almost any amount of attention to those at home.

As to the things that may be done. At the very least, write a letter or post-card — just to assure them that they and their work are in our minds and remembered in our prayers.

Reading-matter of a familiar kind is usually not obtainable, or is very scarce and very dear. Send a subscription to the home paper, to the weekly edition of some large city daily, to some standard magazine, to some church periodical. Have you ever noticed that subscription rates to foreign countries are usually from ten to thirty per cent higher than domestic rates? This often puts it beyond the purse of the missionary. Such reading-matter is read and re-read and passed on to others, if there are others in the same country. The story is told of a book sent to a missionary in Bulgaria that was read by thirty persons in one winter.

Cut paper patterns and fashion plates or papers to women, especially mothers.

Goods, garments, notions, and sewing implements. Cotton is high in English territory and in China. Small house furnishings, pictures, writing supplies, calendars, toilet articles, music, and hot-water bottles and other small articles for treating the sick. Rubber does not last well in warm countries.

As to dutiable articles, get information from the consul (resident in America) of the country to which the articles are to be sent. Be careful to prepay transportation fully, and always send remittance to cover the duty. Send or write in time to reach destination before rather than after Christmas day.

One returned missionary testifies that "a missionary comes nearer to childishness, with smiles and tears commingled, when a token of love from the home land is received, than at any other time."

# EDITORIAL

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## Notes

LET every member of a school faculty read with care our first article in this number.

LET every girl, whether in her home or out of it, read the article "The Girl in Her Home," in The Home School.

A SECOND article on the teaching of foreign languages appears in this number. A third one on the best methods in use, is promised by the same writer.

LET every parent who has a child in school make a study of the letter in The Home School, written by two parents who feel deeply their responsibilities, and printed with their consent.

UNDER The Convention will be found the first of several papers on various phases of history teaching, which we expect from different writers between now and next June. Correspondence and contributions from our history teachers are invited.

SURELY the remembering of at least one missionary in a foreign land, is something every one can do, and can do at little cost and slight trouble. Some of us will not stop short of five or ten, as few of us are without one to ten friends, relatives, or acquaintances in this noble work.

WE are gratified to offer this month a paper on the very needy subject of professional training. We mean that this subject is in great need of more attention in our colleges. Many of our teachers need to sense more deeply than heretofore the value of thorough training in their profession. The modicum of book learning and the minimum of practise with which some are willing to go before a school or class, evinces courage worthy of being exercised rather in better preparation for so responsible a position. Let us hope that the student who reads this paper will determine to qualify to the very best of his opportunities before attempting to teach; and that the teacher who is so unfortunate as to have missed adequate professional training in his student career, will not rest till he does something systematic by way of building up the waste places.

TEACHERS are not the only class to whom professional training is a decided benefit. Those whose duties call them to speak in public, whether teachers, ministers, physicians, or editors, may increase the effectiveness of their work many fold by the right kind of training in the

essentials of delivery. The attempt by ill-qualified persons to teach public speaking, and a certain species of contempt for thorough, painstaking effort in preparing sermons, addresses, and speeches, have created a prejudice against the art of public speaking, which a careful study of the principles and methods in our article on that subject, and some practical acquaintance with their value may help to dissipate.

IT is hoped that those who are interested, or who may become so, will give a careful reading to the two articles in this number on the place of agriculture in the science course. The teaching of agriculture is beginning to receive the attention by educators which it has long deserved. Agriculture is at once the original "natural science," the basic economic science, and with all its permeations and possibilities is fast becoming a comprehensive and highly cultural science. Those whose aim in education is to produce good citizens, see in "the claims of agriculture for use as introductory and co-ordinating science" the advantages summarized on page 11. Those whose aim is not only to produce good citizens in this present evil world but to prepare for the benefits and pleasures of citizenship in the world to come, find in agriculture the additional advantage of a science whose beginnings were laid in the foundations of the earth, which was intended to be the chief productive science all through the earth's history, and which will continue to be the natural science *par excellence* in the earth purified and renewed, throughout the ages to come.

THE correlation idea is writ so large in these two articles on agriculture, that it deserves something more than incidental mention. When the real value of correlation first impressed itself noticeably on the minds of our teachers,—or rather on some of them,—like every other good thing that comes within the ken of the wide-awake teacher, the tendency was to make it the touchstone of merit throughout the curriculum. This in its turn tended to elicit from those who did not take the trouble to study it seriously, certain humorous, if not slighting or contemptuous remarks. To such, the dubbing of a thing "correlation" was an end of all controversy. If there are any of this class still extant, it were well for them to note the use of the term "correlation," or its equivalent, in these two articles. In the first, the plain words "correlation," "correlated," "correlating," etc., are used several times, with an occasional use of "interrelations," "coherence," "blended." In the excerpts taken from the well-written editorial in the *Experiment Station Record*, representing some of the best educational thinking of the day, the term "correlating" is used once, while in several places are found such synonymous expressions as "coherence," "interrelations," "sequence of relations," "articulating," "interrelates," "fundamental relation," "visibly related," "co-ordinating." But the particular *term* to be used is not the point to be impressed. The correlation *principle* is steadily winning its way in the school curriculum, even to the extent of rooting out a number of things we used to revere; and it is winning its way for the very reason that the relation of these revered things to every-day human need, is hard to discover.

WHAT fresh air alone will do for the student is graphically told by Mr. Watt in "Cold-Air Rooms in School," on another page. This is a "natural method" employed in a new setting. Used with proper discretion, there is scarcely a doubt that the physical health and the mental activity of pupils would be greatly promoted. It is a flagrant fault of the American people to live in close, ill-ventilated houses, and to work in stuffy, overheated offices. When you pass by on the outside and note the closed windows and doors, you marvel that the occupants survive as long as they do. When you step inside and sniff the air, you wonder that a brain baked in foul air at a temperature of seventy-five, eighty, or eighty-five degrees can generate any thoughts at all worth giving to the world. Let teachers and parents and office managers look well to the supplying of an abundance of life's greatest natural elixir, purified and tempered to a maximum tonic effect upon body and brain.

EVERY one will be interested in the letter in another column written by Dr. Bradford. It is the spontaneous expression to a friend of his impressions on reading our Campaign Number. We enjoy its naturalness and ease of style, and we could wish that more of our contributors would just "talk out" their thoughts in a simple, direct, informal way, rather than "write for publication." If we can once break the spell of stiffness and formality in our journal, if we can learn to make a point in the first sentence, if we can break up the habit of beginning every article with a quotation or making most of the article out of quotations (unless the nature of the subject specially calls for it), and if we can get the consent of the mind and the control of the pen to write more as we talk — in simple, dignified, pure English — why! it would be a delight to edit such matter, and we verily believe it would make much more interesting reading. We receive some delightfully written letters accompanying manuscript that — well, we wish it were a little more like the letter.

WE are always on the lookout for good matter not written for publication, as well as for the excellent matter, now increasing in proportion among our receipts, which is carefully prepared for cold type. We wish that more of our readers would do as did Dr. Bradford, when they find something in the journal that sets their thoughts a buzzing — if they find any such. "Many a good thought is lost to others because it dies in the thought."— *Christian Education*, Vol. II, No. 1, page 28, introduction to "The Elementary Course of Study." It was suggested at the June convention, and it has been repeated more than once since, that we have a Teachers' Round Table in this journal. We should be very happy to introduce such a feature if we thought it would prove worth while. A successful Round Table requires informality, wide-awake participants, and prompt and hearty responsiveness. Some one wrote the other day in a leading magazine, "We are living in a time of great mental agitation." As soon as a wave of this sort, set in motion by our readers who are sincerely interested, breaks upon our senses, we shall be glad to set up a Round Table.

TOO careful attention can not be given to the question of wholesome, nourishing diet, treated in the article "Faulty Nutrition a Cause of Fatigue," in this number, and to that of promoting the health in general, in the article on "Health the *Sine Qua Non* of Education," in the last preceding number. Sometimes it seems difficult to say who is more responsible for disastrous results to the student's health—the student in his zeal without knowledge, or the teacher with his wider experience and more mature judgment. Certain it is that the teacher's responsibility is no small one. Some of us could recall with a little effort a few things that our teachers either required or permitted us to do, from the effect of which our health is suffering to this day. The question of the school management's responsibility to provide proper diet and sanitary conditions for the student can not be too strongly emphasized. Let them practise economy in any other line than that which affects the health of students committed in confidence to their care. Parents and students may well heed the advice given by the editor of *Success* in the October number:—

Many people injure their health seriously by trying to save a little money. No ambitious person can afford to feed his brain with poor fuel. To do so would be as foolhardy as for a great factory to burn bad coal because good coal was too expensive. Whatever you do, however poor you may be, do not stint or try to economize in the food fuel which is the very foundation and secret of your success in life. Economize in other things if you must, wear threadbare clothes if necessary, but never cheat your body or brain by the quality or quantity of your food. Poor food, which produces low vitality and inferior brain force, is the worst kind of economy.

W. E. H.

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### On Being Thankful

TALKING about Thanksgiving, is there any class of person in the world who ought to be more thankful, more ready to give expression to his gratitude, than the teacher? He is literally trafficking in human souls: he it is who largely determines the "present worth," the future usefulness, and often the eternal destiny of the youth committed to his care. He it is who preserves or ruins their health, who makes or breaks their spirit to be and to do something worth while. He it is who feels and makes feel the world's need in this critical hour, who gives himself and leads others to give themselves as vessels to bear the balm of Gilead to the wounded and stricken of earth, the healing oil and wine to the sin-sick soul. He it is who brings to fruition the "fond hopes" so long cherished by the loving parent.

But ah! is all this something to be thankful for?—Yes, even so. Thankful for so high a calling. Thankful for so sacred and delicate a trust. Thankful for so far-reaching an influence. Thankful for such limitless possibilities. Thankful for the sweets of toil and burden-bearing. Thankful for a work so responsible that it calls forth the best there is in us. Thankful for the privilege of so counseling and directing others that they may avoid the mistakes we have discovered in our own lives. Thankful for the rich compensation with which every setting sun rewards us, and for the richer compensation that awaits us when we shall see of the travail of our souls and be satisfied.

W. E. H.

## Vocational Education

SOMETHING was said in the previous number about the choosing of a vocation. There is a strong trend in the educational thinking of to-day toward encouraging students to fix upon their life-work as early as their judgment is sufficiently mature and their tastes well enough defined, to do so wisely. In a paper read before the N. E. A. last July, President Eliot said: "To the question where it is most important to introduce industrial training, and to give the motive of the life career the freest play, will not the answer of our profession be well-nigh unanimous? — In the public school system, from the seventh to the twelfth grade inclusive."

A very interesting discussion of this subject will be found in the monograph on "The Problem of Vocational Education" mentioned under "Books." What is being done along this line in New York City, together with some good thoughts on the reasons therefor, is briefly told in one of our exchanges: —

The public-school authorities of New York City will install a new feature this fall. For some time in the high schools of that city it has been sought to train pupils for some business vocation for which they have shown an adaptability, and at their graduation to find employment for them. The scheme has succeeded so well that its scope is now to be widened, and a central vocational directory is to be established under competent management. The hope is eventually to secure an endowment fund sufficiently large to enable the directory to do a large work in this line.

More and more the educational authorities of our cities are turning to the task of fitting the young for some special purpose in life. Every boy has some individual taste or preference, and if that can be properly directed, and his education shaped along the line of his preference, thus fitting him to follow it, there will be fewer failures to record.

Before securing a vocation for his boy, the parent too often prefers to wait until the youth has finished his education. This is a mistake. It is while he is securing his education that his bent should be discovered and developed. Otherwise, when the time comes for him to enter actively on the duties of life, he is puzzled to know what profession or vocation to take up, and after he decides, he finds himself without the requisite training to fit himself for his task. It is to avoid such conditions as this that the new scheme is evolved in New York, with the additional purpose of assisting the youth in finding employment when once fitted for it. It is a move in the right direction, and will no doubt be followed by the school authorities in other cities.

That such a plan fits well into the purpose for which our schools are conducted, hardly needs to be said. If the teacher does not regard it as incumbent upon his profession to give special attention to assisting the student in the very important matter of a life calling, should he not at least be alert to observe and quick to discern the personal capabilities and tastes of his student, and within a reasonable range of general studies seek to cultivate the natural or special talent? Indirectly at least, such a course would place the student on vantage-ground in making his own choice; for in many cases the student's experience while in school would point out clearly the course his activities should take in after-life. And what is more and better than this, fewer disappointments and less loss of time and money would result in the effort to become established in life's work and in responding to urgent calls to service at home or abroad. W. E. H.

# THE CONVENTION

("Protracted")

## The Second Session

IN this second session of our protracted convention, it is in order to take up first "unfinished business." At the close of the preceding session we were considering an important change in our curriculum, as presented by Miss Peck in a paper entitled "The Elementary Course of Study." We expected that this paper would call forth some stout expressions for or against, from those who we know are deeply interested in the proper adjustment of the work in the seventh and eighth grades. So far no one "has the floor," and no one has asked for it. Your self-appointed acting chairman, therefore, purposes to do a little discussing himself.

Either our busy teachers do not know what is going on, or they do not sense the meaning of this somewhat radical departure in adding a full year to the elementary course. One thing is very sure, that until we as teachers deeply sense ourselves, and lead our pupils to sense, the supreme importance of laying well the foundations to education, our work will not be adequate to the pupil's real need, and the subsequent work of both pupil and teacher will be against almost insuperable odds. If the attainment of the right standard in elementary education means the adding of an "Eighth B Grade," by all means let us add it. If anybody has any objections to it, now is the time for him to speak, and we shall do our best to demolish or to sustain his objections.

The traditional dividing line between elementary and secondary education — the end of the eighth grade — is under discussion by public educators. This is a natural result, perhaps, of the strong tendency of these times to make education a means to a

more definite end. That this tendency is consistent with the specific work of our schools, hardly needs to be asserted. While we do not want to pose as iconoclasts, educational or otherwise, we do want to be quick to seize upon any variation from set policies or procedures, which, on due deliberation, commends itself as serving more efficiently the ends we are seeking.

A recent government publication says: —

There is nothing sacred in the usual eight-year and four-year grouping of elementary and secondary instruction. Its faithful following is doubtless responsible for much of the "elimination" of pupils which commonly occurs between grammar school and high school. The six-year division of the curriculum is just as logical and far more psychological and pedagogical, and this division point is definitely favored by the best modern educational thought.

The following brief quotations bear out this point. Dean J. E. Russell says: "A fundamental course of six years, at once cultural and preparatory to the widest possible range of differentiated courses beginning with the seventh grade, is the chief desideratum of our American school system." And, in the words of another: "If we persist in our inexcusable failure to provide such variations during the last years of our so-called elementary course, when individual differences appear with unmistakable and increasing force, we may expect boys and girls to continue, as they do now, to seek in the more tolerable occupations of street, factory, shop, office, and mercantile house, the kind of interests for which they feel an instinctive though vaguely defined need."

This is to say that beginning at about the thirteenth year the economic interests and ambitions of youth begin to assert themselves. The time is then ripe for an educational appeal that may win these students to the continuation of a school course which recognizes the natural inclination of this period and trains to a broader social usefulness.

"Educational appeal" is a matter of much moment. Rightly exercised by example and word of mouth,

rightly timed, and rightly represented in the school curriculum, it is capable of elevating and directing and intensifying youthful activity along lines that lead *per se* to the desired end.

The "six-year division of the curriculum" recalls the fact that in the formative stages of our present school system some eight or ten years ago, the primary division included only the first six grades. There is still question whether we did wisely in extending it to include eight. The extension has been in theory more than in practise. Where the primary school (more familiarly the "church-school") is not connected with a secondary school, the demand for the ninth grade has in time become as strong as for the eighth or the seventh grade; where the primary school is connected with a higher school, the work of the latter usually begins, in practise, with the seventh grade. Now that the eight grades will no longer hold all we feel it imperative to crowd into them, why not retrace our steps a little, and consider what it is best to do?

An examination of the outline of the first eight grades in last month's number, pages 29-31, will readily show that the differentiation of subjects begins with the seventh grade. Here correlation in form (though it is to be hoped not in practise) passes into segregation. The pupil now begins to see that there are some very well-defined lines of knowledge, and therefore of study. He is of an age, too, where he begins to observe that there are distinct lines of activity in society about him. Father is a farmer, uncle is a builder, aunt is a teacher, grandfather is a printer, sister is a stenographer,— what am I going to be?

What more natural place, both in the curriculum and in the ordinary pupil's experience (these two ought always to "agree in one"), to mark a division? There is no such natural

division between the eighth and ninth grades; nor is there indeed any so clearly marked before the end of the twelfth, after which the student, if rightly directed, enters upon more independent thinking and original production.

How would this suggested change work out? It would not disturb palpably the present outline of work from year to year. The transition would be easy and gradual, not drastic or revolutionary. The isolated elementary school would go on doing the same amount of work it is doing now, provided always, of course, that efficient teaching is assured. The attached primary school would go on doing the six grades of work which it virtually does now. The standard for primary certificates need not be lowered, for it is low enough now.

Wherein then is the advantage? — Much in every way. It changes the view-point of the teacher and of the parent; it would help both to be content to do very thorough work to the end of the sixth grade. This natural division being understood, better opportunity would be afforded in his subsequent work for the individual pupil to follow his intellectual "bent," to develop the gift of nature, and to form his individuality of taste and talent early enough to train for his calling before the prime of life is passed. It would avoid the embarrassment of passing such an action as we did at our last convention, "That studies pursued in the primary school be regarded as elementary, for which no credit shall be allowed in any other than corresponding grades." There would arise no question of allowing credit for any other than corresponding grades. The theory of the secondary school would then conform to its present practise—the teaching of grades seven to twelve; and the ugly deformity in our outline, of the primary school's lapping forward over two years of the secondary and of the sec-

ondary school's lapping back over two years of the primary, would be removed. Wherever the isolated primary school is capable of doing work beyond the sixth grade, its pupils who wish to enter the secondary school would receive credit therein for the work they have already done in the corresponding grades (seventh or eighth or ninth). Such an arrangement and such an understanding would justify the teacher (or teachers) of a mixed primary school in confining his efforts to doing thorough work in six grades before consenting to add the seventh or eighth; until this is done, our educational foundations will remain weak and unstable.

But what shall we do with this "Eighth B Grade"? Teach it in its turn, whether it be called the Eighth B, or the serial number be changed so that it can be called the Ninth grade. It is not at all unlikely that in time it would be found that if these grades were numbered consecutively (calling the Eighth B the Ninth, etc.), and if in both the first and the second group of six the quality of work were done that ought to be done, the remaining group of five could be so arranged that two years' work could be selected from the last three, and the student be graduated on completion of the traditional four years' college course — much better prepared for life's service than he would be by the present prevailing plan.

Are there any further remarks?

W. E. H.

THE personality of the master of the school is the chief factor of moral influence in it.—*Felix Adler*.

THE golden age of the ear is from four to eight; of the eye, from eight to fourteen.—*Hall*.

THE school should be to the pupil not an intellectual drill ground, but a second home.—*Adler*.

## The Bible in History Teaching

THREE quarters of a century ago, D'Aubigne wrote: "I have gone into the arena whither the recitals of our historians have invited me. There I have witnessed the actions of men and of nations, developing themselves with energy, and contending in violent collision. I have heard a strange din of arms, but I have been nowhere shown the majestic countenance of the presiding Judge." What would he say to-day if he were permitted to see the desolation of the past fifty years which higher criticism and evolution have wrought as they have waged unceasing warfare against faith and sight?

During the past half century, the archeologist has dug deep into the ruin-heaps of the cities of the past, and discovered a great mine of historical wealth. These stories of the past have been preserved from the ravages of time by the hand of Providence. Students of history should recognize this divine superintendence, and use these fragmentary records to confirm the Bible narrative of those days. Conterminous with this period of discovery there has arisen the school of destructive criticism, whose chief work seems to be to distort historical facts and contradict Inspiration. What it has already done, and the folly and arrogance of its absurd theories, can be seen from a few brief illustrations.

Of the creation it is said: "To seek for even a kernel of historical fact in such cosmogonies [Genesis 1 and 2] is inconsistent with a scientific point of view." Thus the only true history of the creation of the world is dismissed to make way for the theory of evolution. When, however, the Babylonian creation-story was discovered in fragmentary tablets, it was thought to be worth while to give the matter careful study, which resulted in this conclusion: "Either the Hebrew and Babylonian accounts

[of creation] are independent developments of a primitive Semitic myth, or the Hebrew is borrowed directly or indirectly from the Babylonian."

Coming down to the story of the deluge, which, when believed, not only throws a flood of light upon the beginnings of nations, but upon science as well, this, too, is denied as "absurdly unhistorical and unscientific;" but again man discovers fragments of the records of the past, and the Babylonian flood-story confirms the truth of the Bible narrative. To this the answer is: "The question as to the relation of the Babylonian to the Hebrew deluge-story can now be satisfactorily answered. If, as we believe, the former had its origin in Babylonia, and is fundamentally a myth of winter and the sun-god, the Hebrew story must have been borrowed from the Babylonians."

As we proceed with these theories of higher criticism, we find the story of Abraham, the friend of God, thrown "aside as a worn-out and useless myth," the exodus a tradition "extremely inconsistent;" Moses did not lead the children of Israel from Egypt; David was not the author of the Psalms, or Daniel of the book called by his name.

Thus the very discoveries which God would have used to establish faith in his Word, are being employed to destroy that faith; for not only is he denied his place as the One ruling "in the kingdom of men," and the One in whom "we live, and move, and have our being," but his inspired revelation of himself to mankind, the only true record of the first three thousand five hundred years, and the only true interpretation of the events of the past two thousand five hundred years, is not only dragged down from its exalted place in history, but is denied a place of equal importance with Egyptian myths and Babylonian folklore. As a result, man has gone his own way, become his own interpreter, and marked out the events of

the past by the measuring-rod of his own wisdom. From a fragment of a tablet he has created an age; from a bone he has brought into existence a race to inhabit it; from a shattered vase he has conceived its civilization; and from a broken idol invented a whole system of religion.

But now to the positive side. It is not enough for us to tell our students that the vagaries of higher criticism are wrong. If we tear down, we must also build up. We must become acquainted, just as far as possible, with that valuable mass of historical information which this age of discovery and invention has given us, and, taking our plans from the Master Builder, construct upon the "sure foundation" those enduring lessons in which fact and faith blend into one harmonious system of historical truth.

The real work of the teacher of history is to reveal God in history, to trace his divine purpose through the course of the affairs of men, to open to the student's mind a clearer insight into the national, social, and religious movements of to-day, and to stimulate an interest in further study and research; for "to every nation and every individual of to-day, God has assigned a place in his great plan. To-day men and nations are being measured by the plummet in the hand of Him who makes no mistake."

Teachers who believe in the inspiration of the Bible should appreciate the fact that it places them on vantage-ground; for truly D'Aubigne says: "There is a living principle, emanating from God, in every national movement. God is ever present on that vast theater where successive generations of men meet and struggle. It is true he is unseen; but if the heedless multitude pass by without caring for him because he 'is a God that dwelleth in the thick darkness,' thoughtful men, who yearn for the very principle of their existence, seek for him the more ardently, and are not satisfied until they lie pros-

trate at his feet. And their inquiries meet with a rich reward. For from the height to which they have been compelled to soar to meet their God, the history of the world, instead of presenting to their eyes a confused chaos, as it does to the ignorant crowd, appears as a majestic temple, on which the invisible hand of God himself is at work, and which rises to his glory upon the rock of humanity."

Chance must be allowed to play no part in our explanations. "The interpretation thereof is sure." When our reason is guided by the Word of God, the records of the past become the interpreters of the events of today; for underneath the dust of the ages are the foundations of the present. The failures of the past may become true danger-signals, and its successes a source of inspiration. "We need to study the working out of God's purposes in the history of nations, and in the revelation of things to come, that we may estimate at their true value things seen and unseen."

For the first thirty-five hundred years God was the historian, and his Word the text-book. When men began to write history which would be preserved, and to which all might have access, God gave us prophecy, that our eyes might discern in the records of profane history the power of God upholding all things, caring for all things, and preparing the way for the fulfilment of his divine purpose. "In the annals of human history, the growth of nations, the rise and fall of empires, appear as dependent on the will and prowess of man. The shaping of events seems, to a great degree, to be determined by his power, ambition, or caprice. But in the Word of God the curtain is drawn aside, and we behold, behind, above, and through all, the play and counter-play of human interests and power and passions, the agencies of the all-merciful One, silently, patiently working out the counsels of His own will."

H. R. S.

### Benefits of Professional Training

OF the art of teaching, Emerson White says: "No other art requires higher skill or deeper insight than the art of forming character. It is the art of arts." And this is not more sweeping than that familiar expression: "It is the nicest work ever assumed by men and women to deal with youthful minds."

A high degree of skill means training. It is true that every one who aspires to the profession of teaching must be "apt to teach." Indeed, this is the first essential to success. But while this aptness is essential, inborn gifts do not make a teacher any more than they make a carpenter or a shoemaker. Nor are inborn gifts and mere practise sufficient for high success. Special training is "the recognized door to every skilled pursuit." Training will *develop* natural aptitude. It will *increase* insight, tact, and skill.

The second element of skilful teaching is a true understanding of the nature of the child and its developing powers. Nor does this come to a teacher incidentally. Nothing requires more careful study and closer observation. Many a youthful mind has been stunted for life or so warped in its ideas of truth that it was as really deformed as the body would be with a limb gone or two noses on the face. Abnormal developments or deficiencies in development are constantly being imposed on innocent and trusting little children because the teacher, though well meaning, is ignorant. "My people perish for lack of knowledge" is true in more ways than one. Then let us never, never suppose that ignorance is the mother of virtue or success.

In the very beginning of his work the teacher must have a knowledge of the end to be attained. This he should learn not by the hard knocks of misdirected and often undirected practise, but in the professional laboratory under the eye of one who has

trod the way before him and who can keep him from making the grievous mistakes of innocent ignorance.

Third, every successful teacher must understand the best methods of operation. And these methods should be studied and weighed in this same professional laboratory before applied to the human mind, where the impression thus given can never be wholly erased. Horace Mann did not state it too strongly when he said, "No unskilled hand should ever play upon a harp where the tones are left forever in the strings."

But with all the natural aptitude, with a thorough knowledge of the theory of child nature and an understanding of the most approved methods, one is still unprepared for his high and holy calling. And this brings us to the fourth element essential to a teacher's preparation, and for which every fully equipped normal school provides — the application of these principles in the classroom.

Before a surgeon launches out on his own responsibility, he has many times observed the work of the skilled practitioner, and under his watchful eye and careful direction, has himself learned to apply the knife with success. So with the teacher. After studying the theory of his art, day after day he should observe the working out of that theory as the critic teacher, with a skill born of a broader and more extended experience, seeks to direct the developing character. Then under direction he may at last be allowed to undertake the work himself. And for this work the model school of a normal department provides.

The foregoing principles are true of teaching anywhere, but they are emphatically true of the training of teachers for work in schools of the Lord's special planting. Our aptness to teach must bear the divine credentials, our view of human nature must reach deep enough to see in every

soul the image of God, our lessons must be in harmony with the divine truth for this time, our methods must be like those of the Master Teacher, and our practise must be done with a realizing sense that we must meet the results of our work at the bar of God.

Such a view of our duties can not but wring from any sincere heart the exclamation, "who is sufficient for these things?" Jesus calls for trained teachers; he will be our sufficiency. And having received our training, we can hopefully expect the confidence of our pupils, the support of the parents, and the approval of God.

SARAH E. PECK.

### Aims in Foreign Language Work

THE study of foreign languages is important both in itself and in the training it gives. The matter of training immediately suggests to the teacher the question of method; but before this can be answered, we must have clearly in mind the aim of the instruction. A difference in aim will require a change in the method. It will be found that the diversity of methods in actual use has largely arisen from the fact that some teachers have had one aim, and some another. Let us consider some of these: —

There are four purposes for which one may desire to acquire a language: (1) to speak it, (2) to understand it when spoken, (3) to read it, (4) to write it. In any one of these four lines, the ability of the learner may be of two kinds. He may be able to connect ideas directly with the foreign language or indirectly by way of his own native language. In the first case, he will use the French or the German as a Frenchman or a German; in the latter case he translates to and from the English.

If the language is taken for the sake of the discipline, the aims in view may be still more varied. There are certain abilities which language

work trains pre-eminently. Most of the studies in the curriculum train the eye; the foreign language may serve to train the ear. As it is different in its structure from the English, it may serve to give a better understanding of the English. In this comparison the analytical and logical faculties are trained. Language work offers an excellent field for the training of the memory. It may also be so given as to train the attention and develop the power of concentration to a marked degree. The effort to understand and appreciate quickly the peculiarities of the foreign idiom also develops adaptability and a sympathy for other ways of looking at things than our own.

It is immediately evident that while one might desire to attain all these aims, and even others which might be mentioned, the time which can be devoted to the subject in most schools prohibits it. It therefore becomes necessary to analyze, decide which aims are the most important, and concentrate our attention on them. Teachers will doubtless differ somewhat as to their relative importance. Let us, however, consider them in a general way.

The ability to speak a language and to understand it when spoken would be of especial value to any one expecting to be thrown into contact with persons using that foreign language. In fact, it would be absolutely necessary in order to communicate with them. For satisfaction under such circumstances, the student must be able to transfer ideas directly into the words of the foreign tongue, and vice versa, without the intervention of the English. In other words, he must think German or French or whatever the language may be. Conversation would be altogether too slow if the student must first think in English and then translate into German, as well as translate the German he heard into English before he could get the thought. The attainment of this abil-

ity would require a fluent use of the language on the part of the teacher, and much practise and drill in both speaking and hearing on the part of the pupil. This might suggest that the teacher should be a foreigner; but other things being equal, an American teacher would be the best, as he would understand better the mind of the American boy and girl, and just what were the difficult points in the foreign language for the American student.

It is often objected that this ability is acquired at great expense of time and labor, and is very easily forgotten if not constantly used. On the other hand, it is certainly the best, if not the only, way to learn to think directly into the foreign tongue; and this is almost indispensable, even though the main aim be to read or to write the language. The drill also serves to train the ear, and re-enforces the memory with a sound image as well as a sight image. The association of these images aids the memory in retaining the idea. It has been found also that oral work arouses the interest and holds the attention better than grammar or translation does. The concentration required for the student to catch every word spoken by the teacher and so to fix it in his memory as to be able to reproduce it, is well appreciated by those who have had such a drill.

Many consider the ability to read as the main, if not the only, object in language instruction. Their aim is to be able to read the literature. While it is true that many of the classics have been translated into English, still there are many books in the foreign languages which have not been translated, and new books are constantly coming out; while even those which have been translated can not be appreciated in a translation as they can be in the original. Who would ever expect a German really to know Shakespeare if he had never read any of his works except in German translations?

Just as to speak one must have much practise in speaking, so to be able to read one must read much. As available time is necessarily limited, some might suggest the restriction or elimination of conversation or even drill in pronunciation, the condensation of the grammatical instruction to the least possible amount, and perhaps also the discarding of translation into English as soon as possible. Some have also considered leaving out the translation exercises from English into the foreign language, usually given for the sake of drill in applying the principles of grammar as they were studied.

The ability to write is rarely made the chief aim. This can be attained in either of two ways according to the end in view. The student may make written translations into the foreign language, or he may write original compositions. To do the latter successfully, and perhaps even the former, he must be able to think directly into the foreign tongue.

In a subsequent article the various methods of instruction in use and how they can be modified to meet the needs of the students in our schools will be considered.

L. L. CAVINESS.

### Principles and Methods in Public Speaking

A SPEAKER should be trained in voice, gesture, and adaptation. He should be proficient in gathering material for his speeches, in planning speeches, in oral composition, and in effectual speech. By effectual speech, we mean skill in using figures and illustrations, adaptation to the *general ends*,—entertainment, clearness, impressiveness, conviction (belief), action, and skill; also appeal to the impelling motives, self-preservation, property, power, reputation, affections, sentiments, and tastes.

We study various speeches from

famous orations and sermons, and Christ's and Paul's speeches, etc., to see how these principles were used by them.

The teacher must be some one who has had such training. Many speakers among us really use these very principles in every speech, but are decidedly opposed to any training in this line. I have found ministers who strongly condemn my work, yet I teach the very things they *do*. This is because they have a preconceived bias against elocution, and do not really know what I am teaching. Many of these speakers are not aware of the methods they use to accomplish an end, and so they never could teach the subject, though they are good speakers. The teacher's ability is measured more by his ability to analyze methods and offer helpful criticism, than by his ability to perform.

Cold theory and set rules may be learned by any one, but the teacher must have a sympathetic, responsive nature. A stringed musical instrument will respond to tones, and echo notes of the same pitch as the tones which the strings make. Likewise, a speaker who is in tune with humanity will strike responsive chords in the hearts of his hearers which the unskilful can never touch. The training should be of such a nature as to develop a sensitive, sympathetic, responsive nature, so that the speaker will be in tune with humanity, and responsive to the various emotions of the soul. When I began my study, I could fully appreciate mirth, gaiety, and determination; but there was no response in my make-up for sorrow. I had to learn it. As a man thinketh, so is he. By dwelling on experiences and thought in the form of recreation, any nature may be developed. Therefore, great care should be taken in the selection of recitations.

Proper delivery in speech is not an abstract method of producing results, but is an echo of the thought and feel-

ing to be expressed; therefore the training of a flexible, sympathetic nature, is indispensable. Voice and gesture are not to produce effects. The effect, if genuine, is merely a response to the thought and feeling of the speaker. So the voice and gesture are servants, merely media for the expression of what is in the mind; but thought and feeling can not produce a vocabulary, nor cause the speaker to use gesture, inflections, and tones of which he is ignorant. A vocabulary of expression should be developed. Then he should be taught so to use it that he will speak from the heart, not mechanically.

#### *Methods*

The methods of developing the various qualities of voice and gesture are too complex for me to attempt a description here. A teacher who has had the training, and who appreciates the relation of feeling to voice and actions, will make feeling the basis for culture.

In public-speaking classes, practical knowledge should precede theoretical. My students learn to use the orotund tone before they learn the name of it. We learn oral composition and delivery together. We begin with narrations and descriptions from their own personal knowledge and experience. They narrate stories,— Bible stories, Bible scenes, stories and scenes from general history, current topics, aerial navigation, whaling, fisheries, manufactories, landscape scenes, trips, inventions, industries. There is no limit to the hundreds upon hundreds of subjects suited to class use. Debates are good if limited to their need; but usually they are indulged in until the students develop into argumentative rather than all-round speakers.

In our preaching, there is too much dependence put on argument, and not enough preaching which touches the heart. In our class work, the nar-

rations, descriptions, and discussions given by the students are repeated over and over again, and carefully criticized each time, until a reasonable degree of perfection is reached. Then we change the subject, and prepare another speech. Usually a speech that at first takes thirty minutes for delivery, occupies about two and one half or three minutes in final delivery. Declamation is good in its place, but is usually overdone. It occupies a very small part in a well-organized course. A good declaimer may be a failure in oral composition.

I would not combine this department with English, for very few English teachers can successfully handle oral compositions, much less classes in public delivery. If you want to test the difference between oral composition and rhetoric, just try reciting a chapter in "Desire of Ages" or "Christ's Object Lessons" to an audience. Then place the same chapter in the hands of an orator, and ask him to recite the same thoughts in his own composition, and you will see a vast difference. I believe that oral composition should receive as much attention in our schools as rhetoric receives, and that the power of the public speaker may be greatly increased by such training.

D. E. HUFFMAN.

### The Mathematics of Manual Training

FOR many years among thinking teachers the opinion has been gaining ground that the study of numbers should be conducted in a more concrete and practical manner than is generally the case.

President-Emeritus Eliot, of Harvard, says: "In spite of the common impression that arithmetic is a practical subject, it is of very limited application in common life, except in its simplest elements—the addition, subtraction, multiplication, and divi-

sion of *small* numbers. It indeed demands of the pupil mental effort, but all subjects that deserve any place in education do that. On the whole, therefore, it is the least remunerative subject in elementary education, as now conducted."

A. E. Winship, in a recent number of the *Journal of Education*, says: "The makers of arithmetic and supervisors of methods try to devise some way to consume time in methods, forms of explanation, kinky definitions, subterranean psychologies or philosophies of number. Now let us face the issue squarely. Let the time for arithmetic be reduced universally, cutting out all the frills. The fact is that the fads and fancies of arithmetic are very expensive to the child and to the public."

Prof. Edward F. Worst, recently principal of the Yale Practise School, Chicago Normal, while recognizing the educational and practical value of a proper study of numbers, at the same time deplores the lack of intellectual development as this subject is generally taught. How can it be taught so as to give to the child the practical and intellectual development that it might and should? This question Professor Worst answers in the following words taken from the Introduction to his book "Constructive Work": "The science of numbers in the primary grades, until somewhat recently, has been much less useful as an educational agency than it should have been. Consisting mainly of formal combinations of numbers, without apparent reasons for presenting them to the children, it has failed to give that high degree of mental discipline which, when properly presented, it is so well calculated to afford.

"A new era has dawned upon the science of numbers in the primary grades; a stepping-stone to formal work has been discovered, so carefully graded that the child can follow

it with interest and pleasure. *Constructive number work*, when properly taught, affords the finest mental discipline of any study in the primary grades. It gives quickness of perception, the power of concentration, and an intellectual grasp that can be acquired in no other branch of study."

A prominent school in the East has for years been earnestly working at a solution of this problem of how to bring the study of mathematics in touch with practical life, and we shall soon see the results in the form of a text-book in arithmetic in which every phase of the subject is presented from the basis of actual practical work on the farm, at the bench, in the laboratory, in the home, etc.,—an intelligent doing of things made the need of mathematical knowledge. The "frills" are left for the specialist. Thus is the work of the schoolroom made to touch and assist in the students' preparation for the common duties of life. And thus are the common duties of life dignified and ennobled.

Manual training and all industries should be made educational—students should become "masters and not slaves of labor;" and when this is done, there will be plenty of time in the curriculum for all needed lines of industry, without neglecting the intellectual or overcrowding the mind.

The sense of hearing is one avenue of learning. But appealing to this sense alone, a child must be told over and over again before the idea is retained in the mind, and even when retained, it is generally but vaguely understood. Appeal to the sense of sight by means of an object or a picture, and the readiness with which the idea is grasped, the ease with which it is remembered, are greatly increased. But by appealing not only to the senses of hearing and sight, but to the sense of touch, the impression made is deeper and clearer than

in any other way. It is this threefold appeal to the mind that gives to manual training a preponderance of value as a factor in education.

In the earlier grades all the elements of numbers may thus be most effectively taught, and the pupils thus taught have an intelligent understanding of the subject, far surpassing that of pupils who pursue the study of numbers apart from manual training. The simple models constructed of paper and cardboard are replete with mathematical ideas—form, size, comparison, and fundamental number facts. These supply ample opportunity for instruction in short measurements, combinations of small numbers, and simple fractions. As the work advances, it should be supplemented by rapid drills in the four fundamental processes. Such terms as square, rectangle, triangle, pentagon, hexagon, octagon, circle, circumference, radius, diameter, diagonal, arc, semicircle, quadrant, cube, etc., are taught as they are used, the pupils forming their own definitions, instead of attempting to memorize the "kinky definitions" of the book. Square and cubic measure, liquid and dry measure, weights, time, angles, and money, all come into the program through the avenue of manual training. SARAH E. PECK.

### A Letter Worth Reading Twice

ACUSHNET, MASS., July 22, 1910.

*Prof. F. Griggs,*

*Takoma Park, D. C.*

DEAR BROTHER GRIGGS: Have just been reading the last number [Campaign Number] of CHRISTIAN EDUCATION, and have been more than usually interested in it. I could but contrast the situation now, when our publishing houses, tract societies, Student Volunteer movement, teachers, missionary secretaries, and many others are laboring to assist boys and girls in earning a scholarship, and

the days of twenty-five years ago, when I was at South Lancaster Academy,—scarcely any opportunity to work your way through school; indeed the only time we had to ourselves in the whole twenty-four hours was from 6 to 6:30 P. M. But we put in three hours of solid labor every day outside of school work.

I thought if some of the students to-day could only know and appreciate the difference between those days and these,—and yet those who were determined to, got an education. They canvassed and secured other work during vacation, and there were a few jobs like ringing the bells, janitor work at the academy, lighting street lamps, and occasionally a job doing chores that helped some through.

Where are those boys now? Well, one can't find lots of those whose parents sent them to school; but the boys who worked—well, a list of them ought to be an inspiration to all students and prospective students: E. R. Palmer, N. Z. Town, C. M. Snow, F. M. Wilcox, C. H. Edwards, F. C. Gilbert, W. R. Andrews, E. E. Farnsworth, O. O. Farnsworth, E. P. Auger, A. J. Read, H. C. Hartwell, and many others. I'm only naming those of my schoolmates of whom I happen to think. I suppose other schools have an honor roll also. Perhaps it would not be nice to publish a list, but somehow there is in me a certain feeling of respect for the man who is in this class, and a desire of emulation for myself and my children, and I like to look at and hold up the example for others to follow. I know these boys well enough to know that they do not care to pose as heroes or shining examples, yet I know that their school life could be quite an inspiration to those who now ought to be helping themselves through school.

Guess I ought to apologize for inflicting this epistle on you, but some-

how I wished I might help get the youth of to-day to realize how much is being done for them, and how many advantages they have. I guess it is just as impossible to do this as it was for me to realize all the privileges I had when in school.

Well, professor, if you ever come this way, drop in and have a bowl of bread and milk or whatever happens to be on the menu. We have quite a large outdoors, so would be pleased to have you stay all night (if it don't rain). We have four boys, three of school age, so have to have a school-teacher, though we can't afford it; but we can't afford not to, so there we are. Must stop these buzzing wheels, and let you have a little peace.

Will try not to burden you for another while.

Most sincerely yours,

(Signed) *Melvin O. Bradford.*

### Making Students Welcome<sup>1</sup>

WE have appointed this occasion thus early not only that you might get acquainted with one another and we with you, but that we might by proper diversion forestall and, if necessary, prevent the possible appearance of that dread disease mentioned in chapel a few mornings ago—homesickness.

Not that we would have you forget the dear associations of home. Indeed it would be futile to expect it. How can we ever forget (for I know by experience whereof I speak) how father and mother planned, and perhaps sacrificed, that we might have advantages which were, it may be, denied to them in their youth? We remember the evening when mother suggested that it was time to arrange for us to go away to school. But where were the means to come from?

"Well," says father, "maybe we can sell a cow or two."

"No," says mother, "the cows are too profitable. We will make more in the end by keeping them than by selling them. There are some things I can just as well as not get along without."

Bless her dear soul! she has not had anything to wear but gingham dresses since I began to grow so fast.

"I can rip up and make over that faded dress I have been using for best, and so I'll not need a new one as I thought. That money will help on tuition. Then I can do with my old bonnet another six months anyhow."

Just like her for all the world, isn't it, students? Always ready to pinch herself for our sakes. No, we do not want you to forget her.

So the school calendar is consulted to find out what is wanted, and the requisite towels, and napkins, and pillow-slips, etc., are all made, and our own clothing is provided, and trunk packing begins. How solicitous mother is that no little thing should be omitted which might add to our comfort or convenience! So by the time all the little things are in the trunk, there is so little room for the necessaries that father has to sit on the lid of the trunk and press it down.

The day comes for us to go, and we feel as if we were going to be hanged for the advancement of science. Mother is making a mournful attempt to be cheerful, for we told her we wouldn't go a step if she cried. So we go to the barn and bid the old horse good-by, and then go back to the house and kiss Aunt Jane and grandpa, and little sister, and mother; and just as we turn to leave, the old cat peers around the edge of the stove, and we want to kiss her too. At last we are off, and as we are about to go down the last little hill and lose sight of home, we turn about and see the folks waving their handkerchiefs and the old dog waving his tail.

<sup>1</sup> From a talk to the students at Lodi, by Prof. J. A. L. Derby.

So we are here to-night, and mother and father are kneeling at the family altar, made lonelier by our absence, and commending us to the keeping of the God they have learned to trust. No, we don't want you to forget them. God bless these fathers and mothers! But remember, they would be disappointed if you became homesick and returned home. We welcome you. We welcome you not merely because we desire to share with you the few bits of information we have gathered from the fields of science and history and mathematics. We are indeed glad to study with you; but that is a minor cause of satisfaction.

To-night, young friends, we welcome you here in behalf of a principle greater than money, nobler than learning, grander than free speech or civil liberty. We welcome you here in behalf of principles that lay hold on eternity, and in behalf of imprisoned souls to whose redemption from eternal doom you pledge yourselves by your presence here. To this purpose may we all be true. And may the time yet come when from here shall go those who will help to fulfil the last sign that marks the course of time and that ushers in eternity—the speedy carrying of the gospel of the kingdom to earth's remotest bounds.

## BOOKS AND MAGAZINES

*[From time to time there will be given here brief book reviews and notices of important articles of educational interest in leading current magazines. We should be glad indeed to receive contributions from any of our friends and fellow educators. The plan we have adopted in this number is to print in quotation marks all exact titles of books or articles and all extracts from either. Other matter is understood to be that of the reviewer.]*

### Books

#### "The Teaching of Bible Classes"

THE volume, by Edwin F. See, is a gathering of all that is best in the principles of tuition. The stirring yet simple style in which the subject-matter is presented makes it at once attractive to all who wish to teach with skill and ease. We have come to realize as a fundamental truth that the mental faculties employed in the reception of spiritual truth are the same as those employed in the reception of any other knowledge, and that the teacher in the Sabbath-school teaches the same minds as the teacher in the day-school. It is true that there are added elements in the reception of spiritual truth, but in so far as the mental powers are engaged, they are governed by the same laws here as in the reception of any other truth. The teacher of Bible must thus bring to his class the same well-informed mind as the teacher of history. Mr. See's book is especially valuable to the church- or Sabbath-school teacher.

"The writer has assumed to be the middleman between some of the writers of the

extensive literature on the subject and some of those busy people who are charged with the important duty of teaching Biblical truth to our young men and boys." A considerable number of illustrative quotations have been introduced at the close of each chapter, together with full references to sources for those who have time to read more extensively.

The book is divided into four parts: The Teacher; his work, qualifications, and preparation. The Student; his physical, mental, and spiritual nature. The Lesson; the teacher's approach to the student; and The Final Survey. Under these different heads are discussed all the subjects dealt with in the average work on pedagogy, including those of memory, apperception, etc. A most valuable chapter is one on adolescence.

Teachers in academies and colleges may find in this volume a possible text-book for use in their normal classes. Sabbath-schools would do well to add this to their teachers' reference library. Those engaged in boys' work will find it invaluable. Cloth, 60 cents; paper, 40 cents. Y. M. C. A. Press, N. Y.

E. C. J.

#### "Out of Doors"

This book draws a sincere picture of the artificial type of life produced by the conditions of modern society, especially as it affects physical health, mental vigor, and moral standards. For every wrong condition found, is suggested an effectual remedy. Spend at least as much effort and money in building health and preventing physical breakdown as in curing disease and caring for the helpless. It is a model of simple, racy, pure English. By M. E. Olsen. Price, 60 cents. Pacific Press Pub. Co.

#### "The Problem of Vocational Education"

This is a monograph of eighty-three pages, which discusses the five types of vocational education: professional, commercial, industrial, agricultural, and education in household management.

Vocational education is one of the most important and widely discussed educational problems of the day, especially in the Eastern States, Massachusetts being one of the most active. Price, 25 cents. Houghton Mifflin Co., Boston.

#### "Bibliography of History"

This is a valuable reference volume to the principal books of modern times on history, with descriptive and critical annotations. It includes books on ancient and medieval history, European and American history, and the history of other countries. A very useful feature of the book is a list of books on the teaching of history. Price, 60 cents, net. Longman, Green & Co., New York.

### Magazines

#### "New Studies for Girls"

"It seems that Chicago is quickly taking the lead in training girls to be economically independent citizens. It is reported that a quarter-million-dollar cottage has been founded for the teaching of millinery in its every detail. It is hoped that this will become the central bureau for American fashions in head-gear. Besides its promise of being a good business proposition, it is believed that the college will demonstrate that simplicity and art are not altogether incompatible with the manufacture of women's hats.

"Mrs. Ella Flagg Young has added to the public-school studies for girls a course in plumbing. It is planned to teach in detail the intricacies of drainage, and water and gas distribution. A thorough understanding of such matters would not only mean great curtailment in the plumber's bill, but, as Mrs. Young insists, the gain from a sanitary standpoint of view would be inestimable."—*October Success*.

#### "Where Shall We Lay the Emphasis on Geography?"

A very refreshing article by R. H. Whitbeck, editor of the *Journal of Geography*.

"Sixty years ago it was not an uncommon thing in the schools to make a singing exercise of the geography lesson. . . . Gradually its absurdity dawned upon men, and a reformation started. Then the reformation movement had to be reformed. Now we are in that process.

"We ought to lay emphasis upon those facts which are likely to prove most useful to the average man or woman.

"It is not practicable to teach very much geography by observation. Little people have too small a basis of experience to do much real reasoning.

"Most of the geography must be learned through books, maps, and pictures. The chief faculty brought into exercise is the memory, and memory is a perfectly respectable faculty, worthy of use and cultivation, despite the disrepute into which it has fallen in some quarters.

"The physical side of geography is a means to an end, rather than an end in itself in the lower schools.

"The human side of the study is the side that most appeals to the children as most useful in the affairs of after-life, and is entitled to greater emphasis."

Therefore,—

"The vast amount of geographic material must be sifted.

"Emphasize the value of studying maps and making maps in order to gain clear mental pictures which will remain with their owner in later life.

"Introduce enough of the cause-and-effect idea to create in the pupil the habit of thinking that behind the effects of geography lie causes.

"Emphasize the special characteristics of the country or region rather than follow a set outline for all countries."—*October Education*.

#### Proposed Enlargement of the United States Bureau of Education

It is proposed to appropriate seventy-five thousand dollars for a field force in the United States Bureau of Education. "The object of this appropriation is to enlarge the scope of the Bureau of Education by adding to its staff a corps of specialists whose duty it will be to co-operate with local educational authorities and give expert counsel upon such subjects as vocational training, financial demonstration, construction of buildings, promotion of the health of schoolchildren, etc."—*October Atlantic Educational Journal*.

# PRIMARY SCHOOL

CONDUCTED BY SARAH E. PECK, NORMAL DIRECTOR UNION COLLEGE,  
COLLEGE VIEW, NEBRASKA



OUT FOR A WALK WITH THE TEACHER

## The End of Summer

“GOING! going! gone!”  
Hear the noisy auctioneer  
('Tis the wind so loud and clear),  
Calling, “Summer’s end is near!  
Going! going! gone!”

“Going — flowers sweet!”  
(Crying, sighing, hear him say):  
“Who will buy? Do not delay!  
But, if you would buy to-day,  
Fairest flowers are fleet.

“Going! going!” list!  
(For a moment ceased his rote,  
And I heard a robin’s note)  
“Soon will fly yon scarlet-coat,  
Soon his song be missed.

“Going! going! gone!”  
(Like an echo came the word —  
Leafy whisper, song of bird,  
Each the wistful accent stirred),  
“Going! going! gone!”  
— *Anna Burnham Bryant.*

## Help for the Straying Lamb

THE chief Shepherd is looking down from the heavenly sanctuary upon the sheep of his pasture. “He call-eth his own sheep by name and lead-eth them out.” . . . He does not treat one case with indifference.

His impressive parable of the good

Shepherd represents the responsibility of . . . every Christian who has accepted a position as teacher of children and youth. . . . If one strays from the fold, he is not followed with harsh words and with a whip, but with winning invitations to return. The ninety and nine that had not strayed do not call for the sympathy and tender pitying love of the shepherd. But the shepherd follows the sheep and lambs that have caused him the greatest anxiety and have engrossed his sympathies. The disinterested, faithful shepherd leaves all the rest of the sheep, and his whole heart and soul and energies are taxed to seek the one that is lost. And then the figure — praise God — the shepherd returns with the sheep, carrying him in his arms, rejoicing at every step; he says, “Rejoice with me for I have found my sheep which was lost.” I am so thankful we have in the parable the sheep found. And this is the very lesson the shepherd is to learn, — success in bringing the sheep and lambs back.

There is no picture presented before our imagination of a sorrowful shepherd returning without the sheep. — “*Christian Education,*” pages 158, 159.

### Articulation

"OUT of the abundance of the heart the mouth speaketh." This truth applies to the manner of speaking as well as to the thoughts expressed. An indistinct, mumbled sentence indicates inaccuracy, carelessness, or laziness. A distinct articulation indicates self-control, energy, carefulness, and courage. It takes energy to make the *t*'s and the *d*'s carry. It takes care to utter every syllable of every word and not allow one word to run into another. It takes self-control to speak so clearly that those in distant parts of the room are not forced to guess at the meaning of one's vocalization. In fact, it has been said that "there is no more certain evidence of culture than an elegant and distinct enunciation."

The *Chicago Tribune* vouches for the truth of the following conversation between two girls:—

"Aincha hungry?"

"Yeh."

"So my. Less go neet."

"Where?"

"Sleev go one places nuthur."

"So dy. Ika neet mo sten nyware, canchoo?"

"Yeh. Gotcher money?"

"Yeh. Gotchoors?"

"Yeh. Howbout place cross-treet?"

"Nothing teet there. Less gur-round corner."

"Thattle doo zwell zennyware. Mighta thoughta that 't first. Getcher rat?"

"Ima gettinit. Gotcher money?"

"Yeh. Didn' cheer me say I had dit? Allready?"

"Yeh."

"Kmon."

This conversation is by no means improbable. In fact many of the expressions here used are common in the speech of those who should do better. This subject is of such importance in the training of missionaries that the following special

instruction from "Christian Education," pages 125, 126, should be studied with care:—

"In reading or in recitation the pronunciation should be clear, and a nasal tone or an ungainly attitude should at once be corrected. Every sentence should be clear and distinct, and any lack of distinctness should be marked as defective. Many have allowed themselves to form the habit of speaking in a thick, indistinct way, as though their tongue was too large for the mouth, and this habit has done great injury to usefulness; but if those who have defects in their manner of utterance will submit to criticism and correction, they may overcome these defects. They should perseveringly practise speaking in a low, distinct tone, exercising the abdominal muscles in deep breathing, and making the throat the channel of communication. Many speak in a rapid way and in a high, unnatural key, but if they continue such a practise, they will injure the throat and lungs, and inflamed organs will become diseased. . . .

"Teachers should give special attention to the voice, and learn the art of speaking, not in a nervous, hurried manner, but in a slow, clear, distinct manner, preserving the music of the voice. The Saviour was the greatest teacher the world ever knew, and his voice was as music to the ears of those who had been accustomed to hear the monotonous, spiritless preaching of the scribes and Pharisees. He spoke slowly and impressively, emphasizing those words to which he wished them to give special attention.

"The old and young, the ignorant and the learned, could catch the full meaning of his words, but this would have been impossible had he spoken in a hurried way, and rushed sentence upon sentence without pause. The people were very attentive to him, and . . . the verdict was,

'Never man spake like this man.'"

Exercises on the vowel sounds give pure tones, exercises on the consonants give distinctness, and nothing short of *frequent, systematic drill* on both will result in establishing habits of accuracy and carefulness so essential to good reading. S. E. P.

### How to Develop a Missionary Spirit Among Grade Pupils

"WITH such preparation as they can gain, thousands upon thousands of the youth . . . should be giving themselves to this [missionary] work. . . . Let him [every Christian educator] encourage and assist the youth under his care in gaining a preparation to join the ranks. . . .

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!

These quotations not only show that a missionary spirit *can* be developed among the children and youth, but they also picture the glorious results of the operations of such a spirit. To reach this goal, a number of agencies may be employed.

The church where the school is located should be a missionary church. The school board should be a missionary board. The principal or director should be a missionary. Over every class, there should be a missionary teacher. And how ideal to have the parents of the pupils missionaries.

Let a weekly missionary meeting be honored with a place in the school curriculum. This missionary hour should be regarded by the pupils as a part of their regular school program. Let the director and teachers study and plan to make this hour the brightest and most pleasant of all the school exercises.

Except in the lowest grades, all the officers of the missionary society may be elected from the pupils. Of course

these must be carefully trained by the teachers, and all their work should be under the closest supervision. Success has attended the plan of having a first-class program rendered by the children bimonthly, and having all other meetings for missionary *work*. Let the subject-matter of these programs be of the choicest. Keep the standard high, never allowing a common or cheap item to appear. The children may be trained to act their parts seriously and naturally. Bible stories and biographies, selections from the "Testimonies," the lives of missionaries, missionary doings in the world-wide field, health, and temperance, are among suitable topics for programs. With grade pupils, the program committee should be largely composed of teachers.

In the weekly sessions for work, useful articles could be made to sell; wood might be chopped either to be sold or to be given to the needy; missionary gardens could be tended; sewing and mending might be done for the poor and sick; Scripture texts might be written on cards to be tied to bouquets to be taken to hospitals.

In harmony with the spirit of pioneer days, take clubs of the *Little Friend*, *Youth's Instructor*, and *Signs of the Times*, and form the good, old-fashioned habit of folding, wrapping, and addressing papers to be mailed. Teach the children to write missionary letters to accompany these papers.

Experience has demonstrated that having some specific missionary enterprise in view inspires the children with greater zeal, and results in the raising of larger sums of money.

With every subject taught in the grades, missionary instruction may be correlated. The wide-awake teacher, possessed of a genuine, living missionary spirit will take delight in doing this. It would be profitable to have missionary literature form no small part of the school library. Interest the pupils in reading these

good missionary books and magazines. A missionary museum would aid in developing a missionary spirit. Devise ways and means of securing curios from various heathen and foreign lands. These deeply interest and impress the children.

Missionary chapel exercises may be made very profitable. Usually these would be conducted by the principal and the associate teachers. Keep on the lookout, however, for returned and outgoing missionaries; invite them to talk with the children, to write interesting experiences to your society, to send curios for your museum, etc.; ask them to state some of their needs, and suggest ways by which you might help them.

To have looked into the faces of

real missionaries, and to have heard them relate personal, actual experiences, tends to make the whole subject of missions appeal to the children to be the reality that it is. As often as possible, arrange for your pupils to enjoy a social hour with these missionaries, when they can shake hands, ask questions, and have heart-to-heart talks. "It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond,' let them become acquainted with these lands and their peoples. In this line much might be accomplished in our schools."

HATTIE ANDRE.



### The Story of a Seed

(An exercise for five pupils)

A CHILD enters, holding in his hand a seed, and recites: —

#### The Seed

Just a little seed,  
Very small indeed;  
Put it in the ground,  
In a little mound,  
And wait and see  
What it will be.

Second pupil, carrying a pumpkin vine.  
This may be made of tissue paper: —

#### The Vine

The seed became a lovely vine,  
That o'er the brown earth used to  
twine,  
And at our feet so very low  
Went on and on, to grow and grow.

Third pupil, with the blossom: —

#### The Flower

The summer rain, the summer shine,  
That wet and warmed the pretty  
vine,

Had somehow quite a wondrous  
power,  
Which wrought this lovely yellow  
flower.

Fourth pupil, bringing a pumpkin: —

#### The Fruit

The little flower grew and grew,  
In sun, and shower, and moistening  
dew,  
And when the leaves began to fall,  
There lay this gorgeous yellow ball —  
The prize for harvest best of all.

Fifth pupil, holding the pie: —

#### The Pie

Hurrah for the tiny seed!  
Hurrah for the flower and vine!  
Hurrah for the golden pumpkin,  
Yellow, and plump, and fine!  
But better than all beginnings,  
Sure nobody can deny,  
Is the end of the whole procession —  
This glorious pumpkin pie.

— *Youth's Companion*.

## Correct English

A CHILD learns the correct forms of its mother tongue by hearing those forms used repeatedly in daily conversation. In the same way incorrect habits of speech are formed, and, unfortunately, almost all children, hearing incorrect forms every day, are victims of incorrect speech.

To overcome these habits, the ear must be trained to recognize certain forms as pleasing and desirable, and certain other forms as unpleasant and objectionable. A few minutes devoted daily to general language drill will accomplish much.

Cut out and mount upon cardboard the following list of expressions often incorrectly used, adding others as necessity demands, and you are ready to begin. Read these correct forms one by one, and have the school repeat in concert. To vary the exercise, pupils may take turns in giving out the list, either the school repeating, or different pupils constructing, a sentence containing the correct form: —

Are there any mistakes?

John saw a snake.

I have not seen her.

Isn't that your book?

There were many mistakes.

John sings sweetly.

For whom is this?

He walks slowly.

Of whom is it true?

If I were he.

These are mine.

Hasn't he any?

He broke the stick.

She has taken it.

Were they sold?

She sews neatly.

With whom do you sit?

If you were I.

Were these yours?

Isn't he well?

Has he broken it?

James and I saw it.

Are those his books?

He has seen a bear.

E. C. JAEGER.

## Wanted, a Boy

A HAPPY boy.

A boy full of vim.

A boy who is square.

A boy who says No to wrong.

A boy who scorns a lie.

A boy who hates deceit.

A boy who despises slang.

A boy who is above board.

A boy who will never smoke.

A boy who saves his pennies.

A boy with some "stick-to-it."

A boy who takes to the bath-tub.

A boy who is proud of his big sister.

A boy who has forgotten how to whine.

A boy who thinks hard work no disgrace.

A boy who stands at the head of his class.

A boy who does chores without grumbling.

A boy who believes education is worth while.

A boy who is a stranger to the street corners at night.

A boy who plays with all his might — during play hours.

A boy who listens not to unclean stories from any one.

A boy who thinks his mother, above all mothers, is the model.

A boy who does not know more than the rest of the house.

A boy who does not think it inconsistent to mix playing and praying.

A boy who does not wait to be called a second time in the morning.

A boy whose absence from Sabbath-school sets everybody wondering what has happened.— *Selected.*

[Blackboard mottoes are silent but effective teachers. How would a selection from the above do for a blackboard motto some day? It will pay to give it a trial.— S. E. P.]

THE hungry child is indifferent to all things else.— *Preyer.*

# THE HOME SCHOOL

## Co-operation of Parents With the School

*Editorial Rooms,  
Oct. 17, 1910.*

*Mr. and Mrs. E. R. Palmer,  
Takoma Park, D. C.*

DEAR FRIENDS: AS I was on the way to my office the other day, I observed you and your children going in the direction of the Takoma Park school. On second thought I remembered that it was opening day at the school, and I concluded that you were accompanying your children to the school to be present at the opening exercises. I could not help felicita-

ting the teacher on having children in her care whose parents showed thus much active interest in their work. I could not help wishing that the parents of every child present on that opening day would do the same thing.

It has come to me in one way or another during the past year, that this particular kind of interest in your children's work at school is not confined to the opening day, but that you visit the school now and then and keep in touch with your children's lessons, provide a place at

### Friends

NORTHWIND came whistling through  
the wood

Where the tender sweet things  
grew,—

The tall fair ferns and the maiden's  
hair

And the gentle gentians blue.

"It's very cold—are we growing  
old?"

They sighed, "What shall we do?"

The sigh went up to the loving leaves.

"We must help," they whispered  
low;

"They are frightened and weak, O  
brave old trees!

But we love you well, you know."

And the trees said, "We are strong  
— make haste,

Down to the darlings go."

So the leaves went floating, floating  
down,

All yellow, and brown, and red,  
And the frail little trembling, thank-  
ful things

Lay still, and were comforted.

And the blue sky smiled through the  
bare old trees,

Down on their safe, warm bed.



So the leaves went floating, floating down,  
Down on their safe, warm bed.

*From McCurry's "Classic Stories for the Little Ones."  
By permission Public School Publishing Co.*

home for such study and work as needs to be done out of school hours, and in various ways help the teachers to feel that they have your sympathy and co-operation in the training of your children.

Will you therefore be kind enough to tell me somewhat of the leading principles and practises that experience has taught you to observe in your relation to the school which your children attend, as I believe good use can be made of them?

Thanking you very heartily in advance for this courtesy, I am

Very sincerely yours,

W. E. HOWELL.

*Takoma Park, Washington, D. C.,*

*Oct. 21, 1910.*

*Dear Mr. Howell,—*

We appreciate your kind letter of October 17, in which you refer to the interest we take in the education and training of our children, and we take pleasure in replying to your inquiries.

There is nothing unique or new in our methods. The little we have been able to do for our children has been far below our own ideals, and far short of our knowledge of our responsibility and of their needs. Our success has not been phenomenal, but our joy and satisfaction have been great in seeing our children respond to the efforts we have put forth in their behalf.

#### *Parental Responsibility*

In our co-operation with the school our program and plans are based upon the understanding that we, as parents, are primarily responsible for the education of our children. We do not attempt to supplement the work of the school-teacher. The primary responsibility, and the weight of the labor and burden and care are ours; and we look to the school to supplement our efforts.

#### *A Close Daily Touch*

Careful inquiry is made each day of the children, in a familiar, confidential way, concerning the progress they are making in the school, the difficulties they may have had, and the reason for them. A careful examination is given to the lessons assigned and the requirements of the teacher; and we endeavor to arrange the home program of work, study, and play, so that there will be perfect harmony between the home work and the school work.

#### *The Home Program*

We find that our children enjoy their work better, and make better progress, if their home work and play are definitely arranged for. For various reasons the program is changed from day to day, and yet the changes are not allowed to make the program any less definite. This program does not seem to be irksome to the children so long as it is arranged tactfully, and with a tender, sympathetic appreciation of the children's tastes and wishes.

#### *The Study Room*

A definite time has been set part for evening study. We have found it difficult to secure good work during this evening hour without providing a definite place and proper conveniences for study. When the children have tried to study in the living-room or dining-room with the older members of the family, they were often interrupted or inconvenienced. We have remedied this difficulty quite satisfactorily by providing a study-room, convenient of access, where the children are as closely under observation as is necessary for the preservation of good order. The room is arranged with table, chairs, simple school supplies, and good artificial light. In the window-seat are drawers for school-books, stationery, drawing material, etc. Four windows give good light and ventilation.

The arrangements are simple and inexpensive, but are quite satisfactory.

*Co-operation with Teachers and School Board*

We visit the school, and endeavor to observe carefully the regulations, methods, and discipline. To the best of our ability we co-operate with both the teachers and the school board in that which we consider for the good of our children, and do what we can to assist in correcting that which we do not approve.

This, Mr. Howell, is a brief statement of our plan, and I believe covers the inquiries in your kind letter. We have our share of perplexities, disappointments, and heartaches, such as come to all parents, but the Lord is blessing our efforts, and we find great joy and satisfaction in the work.

Very sincerely yours,

MR. AND MRS. E. R. PALMER.

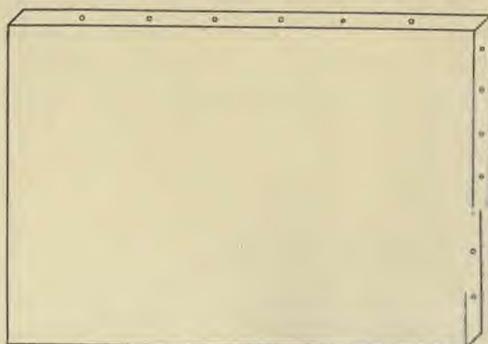
### How to Make a Blackboard at Home

HORACE says, "Those things which enter the mind through the ear make a less vivid impression than those which enter through the eye."

Visible illustration embraces every form of teaching in which appeal is made to the sense of sight. The blackboard has become indispensable to the primary and the home teacher. No class is properly equipped without this, or some kind of substitute.

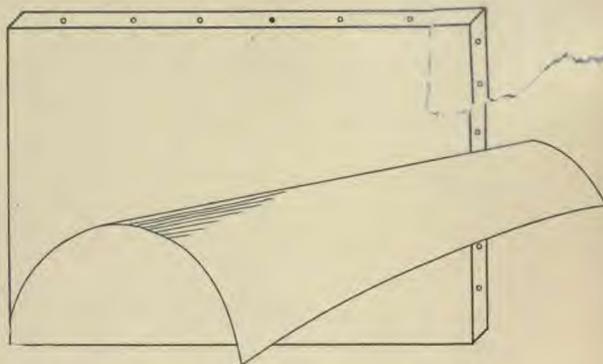
It may interest some to learn how to make a good blackboard,—a board that will retain a good black shade until worn out. One that is flexible and easily cleaned is what teachers desire to find. In no way can a child learn so well as by doing, and if he helps to make the blackboard, he will take more interest in using it. Procure a board one inch in thickness and of other dimensions required for the space selected. It must be of well-seasoned wood, and to prevent warping, a narrow strip should be nailed across each end.

Stretch tightly over its smoothly planed surface twelve thicknesses of ordinary blank paper, which can be obtained from any newspaper office or stationery store. Over these layers of paper stretch firmly one thickness of unbleached muslin. The board is now ready for the Lapilinum cloth, which can be purchased at any



school-supply store. It is made in various widths, and is covered with a black slate surface on one or both sides. This should be drawn over the muslin very tightly, forming a flexible surface, which can be frequently washed with a sponge and made to look fresh and clean.

When one side has been used for a



time, the cloth can be reversed. One side can be used as long as ten years, and still retain its freshness.

Some have experimented with a surface of green slate, and found it to work very well. White chalk makes a nice contrast with this shade.

As a good substitute for a blackboard, a yard square of this same Lapilinum cloth, which can be hung upon the wall, will also do good service. This kind can be rolled up, which may be an advantage to some.

Large sheets of manila paper can also be used for a temporary arrangement, as the surface is easy to mark or draw upon with the black crayons used in marking boxes, as they are well adapted for this kind of surface.

**CRAYONS.**—White is best for constant use, just the common round crayons. Colors are effective if teachers understand their blending. Or they may be used by the small child once a week as a little reward of his efforts in most any direction, as it sometimes adds to their interest in blackboard work. If they wish a drawing, most effective results come by using the side of the crayon, while the end is used for writing.

**ERASERS.**—A piece of common Canton flannel makes the very best kind of eraser. It takes up the dust without scattering it, and it cleans the board more thoroughly than the patent ones. It can be washed often.

**HOW TO USE THE BLACKBOARD.**—The blackboard is now ready. How should it be used, and when? Many a timid teacher will say that it is easier to procure the board than it is to use it. Be sure to have your blackboard and materials ready, and in our next, some suggestions will be made on how to use it.

MAUDE G. WILKINSON.



TOMMY'S DREADEFUL DREAM

## A Good Thanksgiving

MARIAN DOUGLAS

SAID old Gentleman Gay, "On a Thanksgiving day,  
If you want a good time, then give something away;"  
So he sent a fat turkey to Shoemaker Price,  
And the shoemaker said, "What a big bird! how nice!  
And, since a good dinner's before me,  
I ought  
To give poor Widow Lee the small chicken I bought."

"This fine chicken, O see," said the pleased Widow Lee,  
"And the kindness that sent it, how precious to me!  
I would like to make some one as happy as I —  
I'll give Washwoman Bidly my big pumpkin pie."  
"And O, sure," Bidly said, "'tis the queen of all pies!  
Just to look at its yellow face gladdens my eyes!  
Now it's my turn, I think; and a sweet ginger cake  
For the motherless Finigan children I'll bake."

"A sweet cake all our own! 'Tis too good to be true!"  
Said the Finigan children, Rose, Denny, and Hugh;  
It smells sweet of spice, and we'll carry a slice  
To poor little Lame Jake, who has nothing that's nice."

"O, I thank you, and thank you!" said little Lame Jake;  
"O what beautiful, beautiful, beautiful cake!  
And O, such a big slice! I'll save all the crumbs,  
And will give 'em to each little sparrow that comes!"  
And the sparrows they twittered, as if they would say,  
Like old Gentleman Gay, "On a Thanksgiving day,  
If you want a good time, then give something away!"

(Courtesy T. Y. Crowell & Co.)

### The Girl in Her Home

OUR earliest and best recollections are associated with home. There the first lessons of infancy are learned. It is our first schoolroom, with our faithful and loving mother as our first teacher.

At the end of seven or eight years we add another school and teacher to this, our first school; and it is by the combination of these two that we begin to climb the mountains of knowledge.

But it is the former, the home, to which I shall call special attention, for what the girl is in her home is the true index of her failure or usefulness in the future. It is here that the foundation of character — good or bad — is laid.

Many girls have a very wrong conception concerning the necessity of good manners in the home. They give more respect to a stranger than to the dear ones in the home circle. Remember that those who are habitually polished at home are those who exhibit good manners when abroad. There should never be two sets of manners, — the one for home, and the other for company. The truest politeness comes of sincerity. It must be the outcome of the heart, or it will make no lasting impression.

The ideal girl is never idle in her home. Indolence begets discontent, envy, and jealousy; while labor elevates the mind and character. The indolent girl at home is also an indolent student at school; therefore an indolent student invariably develops more and more into an undesirable and unprofitable member of society. It has been said: "He who performs no useful act, who makes no human being happier, is leading a life of utter selfishness — a life of sin — for a life of selfishness is a life of sin."

Simplicity of language is the characteristic of a well-educated and cultured person. Then let us avoid any

tendency to exaggerations, and all flippant slang phrases, which seem to be so prevalent among common people of the present day. Let us rather speak words of cheer and comfort, which always bring sunshine into the home, even though storms are raging outside.

Another method of conversing is with the written page, whether it be in books, magazines, or papers. It has been truly said, "A man may usually be known by the books he reads, as well as by the company he keeps," for there is a companionship of books, as well as of men; and one should always live in the best company, whether it be of books or of men.

This assertion applies just as truly to our girls, hence the importance of a wise choice of books when young, that we may not create a taste for silly, sensational stories that have many times led a young girl to ruin. I once heard of a good, intelligent girl who decided to go on the stage from reading fictitious literature. The part in the drama given to her was to represent a thief. At first, to her, it was only to *play* the thief, but by the constant and continuous acting of that which was once averse to her nature, she afterward became the real thing — a genuine woman thief. Now girls, can we afford to tamper with so dangerous a weapon? "As he [a man] thinketh in his heart, so is he."

Then another important development is the training of our thoughts. One of the best aids to accomplish right thinking is good companionship and good reading. Better be *alone* than take up associates with impure, flippant minds.

Truthfulness is another admirable trait of character that ever shines as a brilliant diamond. When you look into the eye of a truthful girl, even though for the time being it may reveal an acknowledged wrong that

seemingly appears against her, you feel that she possesses a trait which in after-years will bring blessing and happiness that can not be bought with all the gold in the land. What teacher, may I ask, can not appreciate such a gem in her school? The truthful girl will ever command the respect and admiration of those who know her. Such girls grow up to fill important positions of trust, honored and loved by all.

But the essence of all virtues is self-control. The first seminary of moral discipline, and the best, as we have already shown, is the home. Next comes the church, the school, and after that the world — the great schools of practical life. Each is preparatory to the other, and what men and women *become* depends for the most part upon what has gone before. If they have enjoyed the advantages of neither the home nor the school, but have been allowed to grow up untrained, untaught, and undisciplined, then woe to themselves — woe to the society of which they form a part.

A lady, who with her husband, had inspected most of the lunatic asylums of England and America, made the discovery that the class of patients most numerous in those institutions

were the ones whose wills had rarely been thwarted or disciplined in early life. What a striking testimonial to the necessity of home discipline! As I have referred to asylums, I might add that boys and girls who have not been disciplined at home are, in a sense, insane in their actions, and a menace to the public because of disobedience. They create more disturbance than the really insane, locked up in their cells.

The government of oneself is the only true freedom for all. Dear girls, I trust you will appreciate the privileges of your homes by improving every opportunity within your reach; for a beautiful behavior is better than a beautiful form. It gives a higher pleasure than statues and pictures; it is the finest of the fine arts.

EVELYN G. REAVIS.

“ALAS! Thanksgiving-day celebrations have not escaped the trend of all other American institutions away from the simplicity of those early times. In the advance of years and the increasing prosperity of our land, the spirit of the day has been lost. Only by retracing our steps may we hope to find it.”

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# Christian Education

H. R. SALISBURY - - - Editor  
W. E. HOWELL - - - Associate Editor

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"HOME may be made the most attractive place for our youth to spend their holidays."

"NEXT to the Scriptures, the committing to memory of fine poetry is one of the best mental bank accounts one can keep. Every Thanksgiving a fresh deposit ought to be made."

THE Educational Department has just received from the Pacific Press Publishing Association a copy of Book Four of the "True Education Reader Series," by Sarah Elizabeth Peck, the author of Books Three and Five of this series. It is a success, and we are greatly pleased with it in every way. It is carefully graded, finely illustrated, and is sure to be received with keen satisfaction by the primary teachers who have been waiting for it. Price, \$1.

THE report of the convention for advanced schools, was published last month. No one interested in our educational problems should be without it. Besides all the resolutions passed, and the courses of study adopted, it contains all the papers read in the general meetings, and many of those read in the sections. The report contains over two hundred pages. Price, twenty-five cents, post-paid.

## Good Tidings

WE have good tidings out of the West this month. One of our most wide-awake educational secretaries writes: "Upon receiving the last issue of the journal I felt that we were certainly to be congratulated, such splendid things as this paper does contain!"

We wish the journal were more worthy of such commendation, but we shall not stop with the wish. No one is more deeply interested or determined to raise the standard of its usefulness than are we who stand closest to it. The things we have in sight for the next few numbers lead us to believe that our readers may look for still better things.

The secretary writes further: "I think the Supplement suggested will be greatly appreciated by our teachers. I am sending word to all our teachers to avail themselves of this offer for the little ones in their schools. I think that the idea of the Supplement will meet with general favor."

One order for five copies of the Supplement says it is just the thing primary teachers have been waiting for a long time.

The secretary in the West adds to her other good words: "At — I took twenty subscriptions for the journal, and I purpose while here to add to this number." Talk has some meaning to it when it is backed up by such doing. Where are all our other educators who talked and voted at the convention to help raise the subscription list to the point where our journal can be made a monthly? We know they have been very busy with the opening of the new school year, but that excuse is about worn out now, and we hope soon to have some more good tidings like these out of the West.

"NOT only the humble settler of that time [Thanksgiving one hundred years ago] but the scientist and philosopher as well would have found it a mental impossibility to grasp a prophetic vision of America in 1909."

# Directory of Schools

- Intermediate School, Waurika,  
Adelphia Academy, Holly, Mich.  
Alberta Industrial Academy, Lacombe, Alberta.  
Ames Academy, Eagle, Idaho.  
Arizona Intermediate School, Phoenix, Ariz.  
Avondale School for Christian Workers, Cooranbong, N. S. W., Australia.  
Battle Creek Industrial Academy, Battle Creek, Mich.  
Beechwood Manual Training Academy, Fairland, Ind.  
Bethel Industrial Academy, Bethel, Wis.  
Cedar Lake Academy, Cedar Lake, Mich.  
Central California Intermediate School, Armona, Cal.  
Claremont Union College, Kenilworth, near Cape Town, South Africa.  
Clearwater Industrial School, Eagle River, Wis.  
Clinton German Seminary, Clinton, Mo.  
Colorado Western Slope Academy, Palisade, Colo.  
Cumberland Industrial School, R. F. D. No. 2, Daylight, Tenn.  
Danish-Norwegian Academy, Hutchinson, Minn.  
Darling Range School, Green's Landing, West Australia, Australia.  
Diamante School, Colegio Adventista del Plata, Diamante, Province Entre Rios, Argentina, South America.  
Eastern Colorado Academy, R. F. D. No. 3, Campion Station, Loveland, Colo.  
Elk Point Academy, Elk Point, S. D.  
Emmanuel Missionary College, Berrien Springs, Mich.  
Fernando Academy, San Fernando, Cal.  
Fiji Training School, Buresala, Ovalau, Fiji, Pacific Ocean.  
Forest Home Industrial Academy, Mt. Vernon, Wash.  
Fox River Academy, Sheridan, Ill.  
Friedensau Industrial School, Friedensau, Post Grabow, Bez. Magdeburg, Germany.  
Goldsberry Intermediate School, Goldsberry, Mo.  
Gravel Ford Academy, Gravel Ford, Coos Co., Ore.  
Guatemala English School, Apartado 218, Guatemala City, Guatemala, Central America.  
Hamby Intermediate School, R. F. D. 1, Abilene, Tex.  
Hastings Intermediate School, Hastings, Neb.  
Hazel Industrial Academy, Hazel, Ky.  
Hildebran Industrial Academy, Hildebran, N. C.  
Hill Agricultural Academy, Downs, Kan.  
Hillcrest School Farm, R. F. D. No. 3, East Station, Nashville, Tenn.  
Iowa Academy, Stuart, Iowa.  
Keene Industrial Academy, Keene, Tex.  
Korean School, Soonan, Korea.  
Latin Union School, Gland (Vaud), Switzerland.  
Laurelwood Industrial Academy, Gaston, Ore.  
Lodi Normal Academy, Lodi, Cal.  
Loma Linda College of Medical Evangelists, Loma Linda, Cal.  
Lornedale Academy, Lorne Park, Ontario.  
Manson Industrial Academy, Pitt Meadows, British Columbia.  
Maplewood Academy, Maple Plain, Minn.  
Meadowglade Industrial Academy, R. F. D. 1, Manor, Wash.  
Mount Ellis Academy, Bozeman, Mont.  
Mount Vernon College, Mount Vernon, Ohio.  
Nashville Agricultural and Normal Institute, Madison, Tenn.  
Northern California Intermediate School, Chico, Cal.  
Nyasaland Training School, Blantyre, Africa.  
Oakwood Manual Training School (colored), Huntsville, Ala.  
Otsego Academy, Otsego, Mich.  
Pacific Union College, St. Helena, Cal.  
Portage Plains Academy, Portage la Prairie, Manitoba.  
Pua Training School, Pua, Chile.  
Pukekura Training School, Leamington, Waikato, New Zealand.  
Royal Academy, Cottage Grove, Ore.  
Scandinavian Union Mission School, Skodsborg, Denmark.  
Shenandoah Valley Training Academy, New Market, Va.  
Sheyenne River Academy, Harvey, N. D.  
South Florida Intermediate School, Fort Ogden, Fla.  
South Lancaster Academy, South Lancaster, Mass.  
Southern Training School, Graysville, Tenn.  
Stanborough Park Missionary College, Stanborough Park, Watford, Herts, England.  
Strode Industrial School, Oswego, Kan.  
Swedish Missionary School, Nyhyttan, Jarnboas, Sweden.  
Swedish Seminary, R. F. D. No. 1, Box 20, La Grange.  
Taquary Training School, Taquary, Rio Grande do Sul, Brazil, South America.  
Thatuna Academy, Viola, Idaho.  
Tunesassa School, Tunesassa, N. Y.  
Union College, College View, Neb.  
Vienna Intermediate School, Vienna, N. Y.  
Walderly School, Hawthorne, Wis.  
Walla Walla College, College Place, Wash.  
Washington Foreign Mission Seminary, Takoma Park Station, Washington, D. C.  
West African Training School, Waterloo, via Freetown, Sierra Leone, West Africa.  
West Indian Training School, Riversdale, Jamaica, West Indies.  
Williamsdale Academy, Williamsdale, East, Nova Scotia.  
Wyoming Intermediate School, Hemingford, Neb.

## A Christmas Hymn

It was the calm and silent night!  
Seven hundred years and fifty-three  
Had Rome been growing up to might,  
And now was queen of land and sea.  
No sound was heard of clashing wars —  
Peace brooded o'er the hushed domain;  
Apollo, Pallas, Jove, and Mars  
Held undisturbed their ancient reign,  
In the solemn midnight, centuries ago.

'Twas in the calm and silent night!  
The senator of haughty Rome  
Impatient urged his chariot's flight,  
From lordly revel rolling home;  
Triumphal arches, gleaming, swell  
His breast with thoughts of boundless sway;  
What recked the Roman what befell  
A paltry province far away,  
In the solemn midnight, centuries ago!

Within that province far away  
Went plodding home a weary boor;  
A streak of light before him lay,  
Fallen through a half-shut stable door  
Across his path. He passed — for naught  
Told what was going on within;  
How keen the stars, his only thought,—  
The air how calm, and cold, and thin,  
In the solemn midnight, centuries ago!

O, strange indifference! low and high  
Drowsed over common joys and cares;  
The earth was still — but knew not why;  
The world was listening, unawares.  
How calm a moment may precede  
One that shall thrill the world forever!  
To that still moment none would heed,  
Man's doom was linked no more to sever —  
In the solemn midnight, centuries ago!

It is the calm and solemn night!  
A thousand bells ring out and throw  
Their joyous peals abroad and smite  
The darkness — charmed and holy now!  
The night that erst no name had worn  
To it a happy name is given:  
For in that stable lay, new-born,  
That peaceful Prince of earth and heaven,  
In the solemn midnight, centuries ago!

—Alfred Dommett.