

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. III

November-December, 1911

No. 2

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TRUE EDUCATION

SOME OF ITS CHARACTERISTIC FEATURES

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

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

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

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

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

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

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

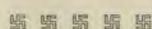
It believes in high intellectual development, in putting the powers of the mind to the stretch in every legitimate line of study and research, but recognizes the necessity of differentiating the essential and the non-essential.

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

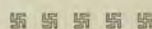
YOUR OPPORTUNITY

A WORD TO TEACHERS

WE appreciate the hearty interest and enthusiasm shown by you who are contributing to this magazine. You know your opportunity and do not purpose to let it pass by unimproved, even though your only compensation is the satisfaction of helping others.



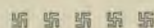
We appreciate also the activity of all who are working zealously to extend the circulation of our educational organ. Every name added to the subscription list is added strength to do good in the cause of education.



But we wonder that more of you who are dealing with living problems in the schoolroom from day to day, do not see your opportunity to exchange experiences, to propound questions, and to tell of successful methods, devices, and incidents of interest, through the medium of this journal.

TO EDUCATIONAL OFFICERS

Do you really value the opportunity that the existence of an educational organ among us affords? When we meet you in the field, we find your mind and heart full of questions and ideas and plans that you are eager to tell and to work out. Why not pass some of them along by way of the journal for the consideration of others?



Our Round Table is intended for the free, informal discussion of educational and school matters of all profitable kinds. Please draw up your chairs and take a hand.



In Touch With the Infinite—The Key-Note to Christian Education

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Christian Education

Vol. III

Washington, D. C., November - December, 1911

No. 2

Economy of Time in Education¹

BY PRES. JAMES H. BAKER, UNIVERSITY OF COLORADO

SOME one in a vein of satire pronounced the "Reorganization of Education" an ambitious subject. Since the majority of educators are engaged in studying or experimenting upon some phase of reorganization, an additional essay need not be regarded as a novelty. The problems are many, but three or four are vital and first to be considered. These may be stated as follows: efficiency and economy of time in general education; industrialism and humanism; will training.

In presenting the first topic I refer incidentally to the Council Committee on Economy of Time in Education, because I shall draw somewhat upon their tentative conclusions. It may be of interest to know that they have drafted for their further discussion a provisional report. They have enlisted in the study committees representing such organizations as the National Association of State Universities and the National Department of Superintendence. Moreover the cooperation of hundreds in examining phases of the subject has been secured by members of the committee. Perhaps arousing interest in the discussion is the best work of the committee at present.

Upon the subject, "Economy of Time," I have had the benefit of scores of opinions and experiences of active teachers fully and frankly stated, else I would not attempt a review of this part of the field. If conclusions reaffirm a value in some principles that are old enough to have a history, I beg that I may not hear the usual cheap argument of "not up-to-date." A view that does not accord with present ideas may be both retrospective and prophetic.

These criticisms are prominent: There is much waste in general education, including elementary, secondary, and college. Of the material employed little has permanent value, or indeed any value whatever, and less is retained. Of the methods used only a small part gives power or character. Results are not proportionate to the time and expenditure, and the public is asking for shorter time, greater efficiency, and an adjustment of educational aims to real civic needs, both practical and ideal. But reform is slow. We are bound by traditions difficult to break. The question is complicated by all sorts of minor or inconsequent inquiries, when it should be a simple one of looking at the obvious goal and taking the direct road to it.

¹ Part of a paper on "Reorganization of American Education," read before the 1911 meeting of the National Education Association, in San Francisco.

The first remedy is selection and elimination as applied to subjects and topics of study. The maxim of "faithfulness in small things" does not mean indiscriminate emphasis in use of the material of learning. Judgment of relative values is a chief need of the teacher. Quality has a new significance to-day. Knowledge and power come from the use of a few typical things by methods that beget thought; inspiration often springs from a word with a flash of insight. For instance, more would be gained by thorough understanding of a dozen chief processes in arithmetic than by any number of mechanical solutions of problems; more by using a dozen leading principles and experiments in physics than by "completing the text-book." In elementary science, method and interest are of first value. While much reading in history and literature is desirable, thought and inspiration come from a wise use of a few selections. I was introduced to Homer and to mythology by hearing an old farmer recite a passage from Pope's "Iliad," and read Macaulay's "England" on hearing a quotation from it with appreciative comment. "Books that have helped me," and favorite poems that have inspired, are few. The essence of Stevenson is contained in a letter, an anecdote, and a prayer. Read Stevenson, of course, but study these and get them into the soul. If it is objected that this is a condensed-food theory, I reply that it is not necessary to eat the husk and shell to enjoy the milk in the coconut. Extent of ground covered as a criterion for promotion or for admission to college is the American standard of quantity applied to our education. Let the teachers, or rather the responsible superintendents and principals and leading educators, employ courage equal to their convictions, and proclaim the gospel of quality. "Enriching the curriculum" was a great idea, but it has been subject to endless abuse, and the time has come to apply the philosophy of the "simple life" to education.

The next source of economy is adapting method to the nature of the subject. The doctrine that all subjects have a like value, should be taught in the same way, and produce the same results, I believe to be utterly false and everywhere harmful. It applies the methods of science to such studies as history and literature, and sanctions the "unit system" in college entrance requirements,—a device convenient enough for the colleges, but destructive of any well-balanced organization of high-school courses. Subjects of prime importance, whose principles have the widest application, are especially fitted to cultivate accuracy, perseverance, and endurance. Others should be taught by other methods requiring less of the pupil's time and energy. Some fields should be covered by reading, talks, and lectures, with no view to examination. To repeat: time can be saved in elementary and secondary education by varying the method of instruction according to the need of the subject.

Waste occurs in certain culture work of the grades. Too little may be left to soul development through the influence of natural surroundings. Artificial teaching of what should be spontaneous growth, imparting inspiration by rule, formulating sentiments, are unpedagogical. Nature is subject to too much paternalism. Place in the time-table is not needed

for many culture influences; they come, if at all, through a personality or a suggestion, and are incidental to the day's work. Many faults may be committed in the name of kindergarten and of nature study.

Other ways of economy may be merely mentioned: Avoid excessive use of rules of method; save time from the laboratory for a knowledge of the subject; for interest and motive create a vision of the value of the best things; use illustrations from the life of to-day, and in every way vitalize the work of instruction. By some means, constructive or destructive, banish lazy indifference, which was wisely regarded by the early church as a deadly sin.

The elementary and secondary periods of instruction should give the tools of education, the methods of study, the power of work, some important knowledge of selected subjects, the desire to learn, and the ability to think. It should plant a growing sense of appreciation and a healthy philosophy of life. By the methods suggested it is believed that as much can be accomplished at eighteen as now at twenty, as much at twenty as now at twenty-two; that the whole period of education, general and special, can, without loss, be shortened at least two years.

Here we reach the college and its problems. I have little patience with some criticisms aimed at culture education and the follies of college life; they are frequently the carpings of ignorance or prejudice that lead nowhere. There is reason, however, for an intelligent examination of the whole question as related to economy of time. The serious faults of the college are due to the length of the whole period of general education, and the elements of inefficiency and waste.

This country should adopt either the English or the German type of university, but not both. In foreign countries the student enters the university, nominally at eighteen, directly from the secondary school. We interpose four years of college, largely a waste of time and method. Do not misunderstand at this point; the idea is, not to lower the standard of American education, but rather to readjust and strengthen it. It is proposed to end the college and begin the university at twenty instead of twenty-two, thus saving two years. For the college teacher an earlier university course, and subsequent independent study, original production, and long probation, would be more than a substitute for this work of supererogation now offered. Years ago, on my first visit to Oxford, in conversation with the secretary of the examination schools, the length of the B. A. course at Oxford was discussed, and the fact that further residence was not required for higher degrees. I remarked that in the newest and wildest part of a new and wild country, among Ute Indians and mountain lions, we had a university which required four years beyond the secondary school for the B. A. degree, an additional year of residence for the Master's degree, and three years of residence for the Doctorate. The secretary replied indignantly, "I regard that, sir, as a work of supererogation." I then thought he was wrong — he was right.

In view of such considerations the committee referred to have agreed provisionally to a time scheme as follows: —

	AGE
Elementary education	6-12
Secondary education (two divisions: four years and two years)	12-18
College	18-20 or 16-20
University (graduate school and professional schools)	20-24

The tools of education can be acquired at the age of twelve, and there are reasons why high-school methods should begin at about that age, when so many pupils leave the elementary schools. The division of the secondary period into four years and two years lends itself to the plan for industrial education, as will be seen later. Moreover, smaller high schools can end at sixteen; larger high schools at eighteen or twenty. Small colleges can take pupils from sixteen to twenty, thus maintaining a four-year course. The universities can retain two years, namely, from eighteen to twenty.

Let us see what are the essential consequences of this time-scheme in terms of pedagogy. Many processes of mental training are easier in the earlier years. Beginning high-school methods at twelve will meet the need of pupils who at that age are restless, and are seeking larger and more varied interests. Twenty is a better age to begin genuine university work than later, when the mind is less elastic, energetic, and adaptable. Elimination of useless material will stimulate the interest of pupils, and result in harder and better effort — the time will be filled with important work. It lessens the period of work that to the pupil appears void of purpose. It makes a better division of time between receptive study and the larger motor activities.

Moreover, we must consider results in view of the just claims of our civilization to-day. Educational aims must be adapted to civic needs. The history of education shows that it has always been closely related to the dominant needs and ideals of the people at any given period. There is no doubt about the public attitude to-day: the schools will be compelled so to reorganize as to meet it in the most effective way. The proposed time scheme makes a better economic division between preparation for life and active life. It enables men to become established in life earlier, and to give more of their best years to social service. It will keep a larger number in school through the elementary and preparatory period. It will eliminate waste and foolishness, and thus make more serious and efficient citizens. By introducing earlier the methods that produce power, and by selection of the fittest, the proposed reorganization of college and university will enhance the intellectual strength of the nation.

The Denominational School System

BY A CONTRIBUTOR

A DENOMINATION conducts schools in order to mold the education of its adherents to its own special ends. There are several considerations that have an important bearing upon the greatest success of these schools. First, is it necessary to invent a new system of terms, ill-defined in themselves and unintelligible to the community at large? The great pedagogical principles of education, on which a school system must be based, are the same within the denomination and without. Is there any sufficient reason why we should not have the elementary school (grades 1 to 8), the academy (grades 8 to 10 or 8 to 12), and the college (grades 11 to 16 or 13 to 16)? Church-school is a suitable term for use within the denomination as signifying the local school supported by the local church organization, but all our schools are essentially and professedly church-schools, in distinction from the secular schools, and the term has no well-defined meaning without the denomination. The elementary school gives the elements of education, the tools with which to work in the further pursuit of knowledge, and the term elementary has come to have a very definite meaning throughout the country.

For the secondary school, we formerly thought it well to recognize two divisions, the intermediate school and the academy, the former to cover ten grades, the latter twelve. As a matter of historical fact,—for reasons the reader may guess,—we have more ten-grade schools bearing the name academy than the name intermediate school. This is not altogether unfortunate, as it tends toward simplicity. In the American system, the intermediate grades are five to eight; consequently our term intermediate has had a meaning different from that of our neighbor's. If we use the term at all, why not use it as a second subdivision of the elementary school, as primary is the first? We are already feeling the need of some term to designate grades five to eight. Besides that, we can with just as much propriety designate our ten-grade school a ten-grade academy, letting all the present plan of teaching and promotion in the ten-grade school hold good, as we can call another type of school that has grown up among us a fourteen-grade academy. The academy corresponds to the high school; the high school has as wide a variation as we have indicated for our academy; so once more we may be in harmony with a generally understood phraseology. "You are going back to the world," some one objects. To this I answer that it is only going back to good common sense. Differing from the world does not consist in calling things by different names, or in throwing ourselves out of joint with our neighbor for the sake of a difference, or in giving arbitrary meanings to terms where no principle is involved.

As to the term college, let it have a new baptism. Like the word professor, it means something or it means nothing. Our treatment of both words has tended to make them mean nothing. Which is more honest, before our own conscience, before the world, and before God,

to label a thing something it is not, or to call it plainly what it is? to name a thing what we aspire to have it become, or to make it become more worthy of the name it already bears? One college president was frank enough to tell me not long ago that the school of which he has been head for several years is no better equipped to do college work than a good high school, nor hardly as well; and that rather than to see another college (in name) added to the number we already have, he should prefer to place his school in the rank of academy. Yet his school is by no means inferior to some others of the same nominal grade. One definition (d) of a college given by the Century Dictionary is a school "of a high grade or of high pretensions." Of which type shall the Christian college or academy be?

I wish it were possible for every principal and teacher of an academy, and for every member of the constituency, fully to appreciate the dignity and usefulness of the academy when brought up to the real efficiency and the true function of all that the term implies. A first-rate academy is of far greater service to its constituency and, I believe, to the cause of God, than a second-rate college. When we look into its equivalent in rank, the high school, we find the principal and practically every teacher in the school a college or university graduate. Many of them are the very best teachers the country affords. Being broadly educated, they sense that nothing is more vital to the nation's highest interests than to carry its youth successfully through the high-school age, and they throw themselves into this noble work for life. Where are the college-bred men among us who will espouse the cause of the academy with a view to making the *thing* mean all that is in the *name*, without aspiring to raise its nominal rank?

It is the academy that stands close to the people, closer than is possible for the college. It has been called the "people's college." Comparatively few of those who attend the academy sift through to college. How much more satisfactory it is to the true teacher to stand before a class of ten to twenty bright, buoyant, impressible youth in the academy, than to spend the same amount of time and energy, or more, on a college class of four to six that dwindles down to two or three before the year closes. How much greater sense of dignity and genuine soul satisfaction can the faculty of a college enjoy when they are not compelled to feel that the very existence of their school is dependent chiefly upon its patronage in the grades that properly belong to the academy. One of our so-called colleges has turned out three strictly college graduates in seventeen years! It is humiliating enough to us as Americans to publish in the latest edition of our own Webster's Unabridged Dictionary that "the name of university has suffered from inaccurate application to institutions of no more, sometimes even of less, scope and equipment than a college." But it does not hurt half so much as the frank, honest confession of its own president, that one of our Christian colleges is "no better equipped to do college work than a good high school, nor hardly as well." If a searching investigation of all our colleges and academies

were made, how many would rank as a "school of high grade" and how many as a "school of high pretensions"? Yet we hear rumors from more than one point of the compass, of academies aspiring to label themselves college. In English slang, "college" means "a debtors' prison." Some of us know what in reality such an institution is.

A Heroic Example

Several years ago a denominational school that bore the name "college," and justly bore it in the English slang meaning of the term, changed administrative head. On looking into its history, the new man found that the school had been started as an academy, and had run in that capacity for three years; then its name had been changed to college, notwithstanding the facts that its territorial constituency covered only the smaller part of one State and four counties in an adjoining sparsely populated State, that it was carrying a heavy debt, and that within the first-mentioned State a college was already in operation. In view of these circumstances and in view of the meager equipment of the school, this new head, a college man himself, determined to name the school what it really was; and with the consent of the managing board *the name was changed back to academy*. For five years this school has been steadily growing in strength, has sung its jubilee song of freedom from debt, and is ripening into one of the most efficient academies in the denomination.

It is indeed gratifying in this connection to record the fact that in one of our unions where there are ten secondary schools and in another where there are eight, these schools, with but two or three exceptions, are cooperating with the college in the union on a ten-grade basis. This leaves to the college grades eleven to sixteen, which is the minimum on which it can thrive, with the number of colleges we have and the constituency there is to fill and support them. The president of one of the two colleges referred to above told me last spring the exceedingly good news that their largest classes were in the college grades. One other cause for gratitude is that, with possibly one exception, every thirteen- or fourteen-grade academy is located in a union where there is no college, and that in no union is there more than one college.

In closing, I wish to disavow any desire whatever to hinder the growth of our educational work, in either the number or the rank of schools,—far from it; but there are some stubborn facts, only touched upon here, that if brought to bear, would not spell progress, in the true sense of that word, in the multiplying of schools of high rank. Are not five colleges, well distributed geographically, an ample number for a total enrolment of 5,546 in all classes of schools above the elementary in the United States and Canada; or, more specifically, for a total college enrolment of 1,313 in the same territory?

EDITORIAL

Notes

MANUSCRIPT intended for a given number of this magazine should be in our hands by the first of the month preceding the date the issue is to bear. Shorter contributions, such as brief discussions, notes of experience, questions, or answers to questions, may often be used as late as the tenth of the month, but it is not safe to reckon upon this date, as we purpose to have the journal in the hands of its readers by the first of the month of issue. Matter intended for the January number should therefore be in our hands December 1.

IT is a genuine pleasure to us to introduce two new serials in this issue — Primary Language and Construction Work. Let no one complain about our giving so much space to foundation work. We are sowing for a future harvest, and we have some enthusiastic helpers. It would add strength to the educational work if our advanced teachers would respond as heartily to the openings in this journal as our elementary teachers are doing.

SOME excellent copy reached us too late for use in this number. Worthy of special mention is an article on spelling, to accompany well-arranged spelling lists of words based on reading, language, Bible, and nature, and covering the first three months in the second grade, and the first two months in each of the third, fourth, and fifth grades. Another article on the uses of art in the primary school, includes explicit directions to the teacher on how to use the drawings in some new plates and in those in the previous number. We greatly regret our being unable to print these articles in this number, as we sense how much they are wanted by the teachers, but they are here in good season for January. It is only just to add that some of our contributors already have their copy in for the next number.

THE Massachusetts Legislature has recently directed the State board of education "to investigate the matter of improving and making more uniform the education now furnished in the various high schools in the commonwealth;" also "to consider and report upon a House bill which deals with the question of educational cooperation among the New England States." Along the same line, the Maryland State superintendent of public instruction said before an institute of Maryland teachers, held in Washington, D. C., in September: "Twelve years ago there were twenty-four school systems in the State of Maryland — one for each county (23) and one for the city of Baltimore. Now there is only one system." If the secular schools can be thus unified and strengthened, what ought to be the case in a system of Christian schools?

W. E. H.

AT a convention recently held in Washington, D. C., Dr. S. T. Willis, president of the Virginia Christian College, made this declaration:—

Unless the college professors of the present day lay more stress upon the teachings of Christianity, instead of sending out into the world students and graduates with a great store of book learning and little or no conception of what an upright life should be, this republic will go the way of the first French republic, the Roman republic, and all others where lack of morals, unchristian living, an improper understanding of a man's obligations to his neighbors, and similar deteriorating elements have held sway.

No truer summary could be made with reference to the infidelity being taught in the majority of American colleges, and to the consequences which will follow as a result of these teachings. Professors of history are to-day teaching the very principles which are antagonistic to the Creator and his law, and which beget in the student a lack of respect for all law, divine or human. No man can understand his proper relation to God unless he be taught of God, nor his true relation to his neighbor but from him who created all men and who determined the laws which should govern their association.

We should be most thankful that in all our schools the Bible as the inspired word of God has been given the first place. Let the teachers in all the departments be content only when the subjects assigned to them are being taught in harmony with the divine precepts.

H. R. S.

AGAIN we invite our readers to contribute of their experiences and views, to propound questions of general interest, and to criticize or otherwise discuss any matter that is contributed by others. Our first criticism last month—a friendly and helpful one—came from British Columbia. How many good things we think, die for the lack of utterance!

THE State of Florida has passed a bill providing for the adoption of a uniform series of text-books for use in the public schools. The books are to be selected on merit only, by a State text-book commission, working through a sub-commission of nine members, composed of four county superintendents and five teachers holding not less than a first-grade certificate. The books so selected are to be used for a period of five years, and cover all the branches in the elementary school. The State commission serves without pay, and the sub-commission is paid only during the time actually spent in examining books, not to exceed thirty days. The act provides strong safeguards against graft, bias, or other fraud, and against working hardship on any one during the change. We shall watch with interest the outcome of this move.

OUR frontispiece is an enlarged reproduction from a group photograph of Michelangelo's painting on the ceiling of the Sistine Chapel in the Vatican. It represents Adam just coming into consciousness after his creation and receiving the divine touch that puts all his faculties into instant activity. This divine-human connection is the key-note of Christian education.

W. E. H.

Guard the Health of Your Students

WHAT will it profit a child to gain the whole world of knowledge and lose his own health?"

During the past decade, more especially the past three or four years, there has been a well-organized movement to give attention to the physical as well as the mental development of the child. Crowding the rural population into the cities, the unnatural conditions arising from the strenuousness of modern life, and the increase of contagious diseases, have forced this problem upon those who are interested in the health of the nation.

A commission under the Bureau of Education, and from the Russell Sage Foundation, are working diligently to determine the cause, as well as the extent, of physical decline, with a view to suggesting ways and means to check it. From a large mass of statistics we have chosen one list which is regarded as an average of the conditions found in city schools. In one of the districts in the city of New York —

169 pupils were examined
142 (84 per cent) needed treatment
53 per cent had bad teeth
39 per cent had defective vision
36 per cent had enlarged tonsils
33 per cent had large glands
22 per cent had defective breathing

Added to these were a variety of other ailments less common, which we have not room here to enumerate.

"If New York schoolchildren are typical of the schoolchildren of the United States," said the physician in charge of the Welfare Department, "there must be in the schools of this country twelve million children having physical defects which should receive attention."

With the prominence which we have given to the subject of health and temperance in the courses of study, our schools ought to be the first to make practical applications in carefully guarding the health of the pupils under our care. The excellent theories which we teach will only be the means of subjecting us to deserving criticism if we fail to put them into practical use in the various schools in which they are taught. We would recommend, therefore, to all our teachers (1) careful observation of their students in regard to their physical condition; (2) when help is needed, begin at once efforts for relief; (3) when necessary, visit the parents to secure cooperation; (4) secure proper physical surroundings for the children while at school.

The more common physical defects in vision, hearing, breathing, the teeth, and nourishment, should be sought out by the teacher, and the proper steps taken to have them remedied. If necessary, he should make himself familiar with the simple tests which the layman may use to detect these defects and the appearance of contagious diseases. Often a student who is thought to be dull and backward in his work is suf-

fering from some of the common defects mentioned above. A large number of headaches are caused from defective vision. Poor lessons and confused minds are frequently the result of imperfect ventilation. "Doors and windows should be left open during intermissions, in order that a supply of fresh air may be obtained. Much of the restlessness and fretfulness of the latter part of the session is due to the fact that the bodies and minds of the pupils are depressed by the poisonous atmosphere which has been breathed over and over again in an improperly ventilated schoolroom."

Many instances are reported where teachers have allowed pupils to remain in attendance until the contagious disease with which they are suffering has reached a stage where it is communicated to many students in the same room.

Helpful books have been prepared as aids in determining these matters,—for example, Dr. Barry's "Hygiene of the Schoolroom,"—so that the teacher may detect them and report them for medical attention in time to insure safe recovery of the child, and prevent the spreading of the contagious diseases among others.

As a means of interesting the pupils in the first principles of sanitation, we give below what is known as "The Student's Health Creed:"—

I believe my body and good health are sacred. If I am sick, it will very probably be because I have violated some one or more of nature's laws.

I will study the laws of health, and obey them for my own sake.

I will not wet my fingers in my mouth when turning the leaves of books.

I will not put pencils in my mouth, nor wet them with my lips.

I will not put pins or money into my mouth.

I will use my mouth for eating good, plain food, drinking pure water and milk, and for saying good, kind words.

I will always chew my food thoroughly, and never drink wine or whisky.

I will not cough nor sneeze without turning my face, or holding a handkerchief before my mouth. Polite people never cough in public when they can help it.

I will keep my face, hands, and finger nails as clean as possible.

I will not spit on floors, stairways, or sidewalks, and will try not to spit at all; ladies and gentlemen try to avoid this bad habit.

I will wash my mouth every morning when I get up, and at night on going to bed, and will use a tooth-brush if I can get one.

I will be clean in body, clean in mind, and avoid all habits that may give offense to others.

I will get all the fresh air I can, and will open wide my windows when I go to bed.

Guard the health of your students, for it is "a treasure more precious than gold, more essential to advancement than learning or rank or riches." If you are developing the mental strength at the cost of the physical, you have failed as an educator. The successful teacher is satisfied only with the systematic development of the mental, the moral, and the physical powers.

H. R. S.

Relative Values in Education

WE all have some degree of education. We got it somehow. We wish we had more. We probably should have more if we had understood better how to go about getting it to the best advantage. We often try to analyze our education with a view to learning how we got that part of it which we prize most, and why we did not get that of which we feel the greatest lack. We study our personal experience thus that we may better know how to direct the education of others.

In this self-examination and retrospection, we discover causes of our deficiencies which are common to mankind: lack of opportunity, failure to appreciate the value of education, delicacy of health, married too young, not enough pluck, and so on. These all have their place as explanations of our present lack. But going back the best we can to the sources of what we now value most, do we not trace it to a discernment of relative values in education — discernment, if not on my part, at least on the part of certain teachers or advisers? It is not difficult for me to name this teacher or that whose insight into my needs was an invaluable guide to me, and whose personality made the strongest impression upon my life. In the broad field of knowledge and experience, he taught me how to select the things of superlative value. I could thus spend my energy and time on primaries and principals and essentials and indispensables, not on secondaries and subordinates and non-essentials and indifferents. What I am is a direct product of discerning relative values; what I am not, but wish I were, is largely the result of failure to discern them.

President Baker is right when he says, "Judgment of relative values is a chief need of the teacher." There are many things to hamper the teacher in arriving at correct judgment in this matter. His own instruction may have been from undiscerning teachers. It is easy to be biased toward teaching *what* one has been taught and *as* he has been taught; it is less taxing to do it that way. The range of knowledge — of valuable knowledge too — is very great. We can not acquire it all. What shall we select? What shall we reject? It must be a continual process of selection and rejection, not alone of selecting the good and rejecting the bad, but of selecting the best and pursuing that, and of rejecting the less important and leaving that alone. Shall the emphasis be laid upon acquiring as many of the facts of knowledge as possible, or upon the mastery of living principles that will go on bearing the fruit of knowledge and power as long as we give them room to grow?

One teacher feels that if a pupil in grammar does not learn a certain technical term or usage now, he never will learn it. Another feels the same way about arithmetic; the pupil is likely to meet it or hear of it sometime, and he ought to have it now. The teacher in history is bent on the student's having full information on every battle and discovery and political intrigue, even if he fails to discern and trace the thread of God's providence running through the *leading events* of his-

tory. Any book that dares leave out the details of the French and Indian war, or omit dynastic Egyptian names that are useful largely for practise in pronouncing with a pronunciation their bearers would not own, or fails to tell who shot Cock Robin, and when, and where — such a history is not up to standard and must be rejected. We would not omit the facts which are relevant to a thorough understanding of the principles to be learned, but would eliminate material that merely serves the purpose of consuming time and energy in mental drill. Our tendency is to loiter and ramble too much on the royal way to knowledge that is vital.

“You are utilitarian,” says the objector, “you overlook the value of mental discipline.” There is plenty of discipline, both mental and physical, in cutting stove-wood with a jack-knife, or in cutting straws for fire-wood with a tailor’s shears; the motive is good and the material harmless, but both time and strength are wasted. We are in full accord with the following sentiment of President Garfield: —

“In general, it may be said that the purpose of all study is twofold, — to discipline our faculties, and to acquire knowledge for the duties of life. It is happily provided in the constitution of the human mind, that the labor by which knowledge is acquired is the only means of disciplining the powers. It may be stated, as a general rule, that if we compel ourselves to learn what we ought to know, and use it when learned, our discipline will take care of itself.”

This is a safe rule to follow. There are great trunk lines to useful knowledge — direct routes to where we are going — that every student should learn to travel. Knowing these, he can later make side trips without a guide, explore for himself and not get lost. The student can have the teacher with him for only a limited time, and the teacher should concentrate his class work on fundamentals. He will give the student much more *power to use* arithmetic by having him master a dozen chief processes, as Dr. Baker says, than by scattering his efforts over a large field for the sake of the artificial sort of mental discipline there is in it. The same thing is true of grammar and rhetoric and history and physics. There is an unlimited amount of strictly essential and useful study, to give the student while in school all the discipline of which he is capable.

If candidly studied and carried out in our teaching, the rule laid down by President Garfield will demonstrate its correctness and straighten out many a pedagogical tangle.

W. E. H.

WE would not depreciate education in the least, but would counsel that it be carried forward with a full sense of the shortness of time and the great work to be accomplished before the coming of Christ.— *White*.

American Schools to Be Rated

EVIDENTLY the United States Bureau of Education feels the necessity of setting a standard for the schools of the American system. Its purpose is to make the terms used to classify the grade of school mean in fact what they mean in name. To say nothing more, this is only a matter of justice to students and patrons, and it is to be regretted that the step was not taken long ago. This movement will help denominational schools to avoid falling into the same pit, or at least to escape the embarrassment of having to be helped out of such a pitfall by the state.

The following forecast of this work of the national bureau was printed in the *Washington Post* of Sept. 4, 1911: —

Through the Bureau of Education the United States government has begun an exhaustive investigation into the real character of various schools, colleges, and universities in Washington and other cities, which claim the right to confer degrees upon the persons graduated from them. With the purpose of rating the institutions according to the worth of their courses, Dr. K. C. Babcock, chief of the division of higher education of the bureau, already has gone into the standing of many which have headquarters in or around Washington, and is rapidly extending his work to the various States. These ratings will be made under federal standards, and it is expected that many "degree mills" will suffer.

In the course of his inquiry already Dr. Babcock says he has discovered many schools of poor rating which will feel the effects of the orders to weed the bad from the good and list them accordingly.

Determined to assure the public in Washington and the nation at large an honest return for money invested in educational courses, Dr. Babcock and other officials of the Bureau of Education will report all inferior institutions to the Post-office Department, in order that prosecutions for misuse of the mails may be instituted. Congress also will be asked to pass stringent laws regulating the inferior schools, and the legislatures of the States will be asked to pass laws to restrain the indiscriminate bestowing of degrees.

Thus far, it is said, the investigation has developed the fact that there are several institutions in Washington from which degrees may be obtained without an extended course of study. The schools of questionable reputation are not to be confused with the regularly established colleges and universities whose students carry on their work in a thorough and systematic manner.

Many of the so-called degrees offered by various schools throughout the country are entirely new and have not heretofore been recognized in the scholastic world. The Bureau of Education, however, it is declared, has found that such degrees are given only after a fair amount of work has been accomplished. Schools conferring such degrees will be given a rating which the bureau officials consider proper.

The main fault to be found with the so-called loose system now in vogue in most cities, the officials say, is that it enables schools to turn out graduates — some with not even a college education — who have the same privilege to add a few letters after their name, and display a diploma showing the right to do so, as is given men who are compelled to take a rigid collegiate course in a standard institution.

"The main object of the investigation," said Commissioner of Education Claxton to-day, "is to arrange lists of colleges so that prospective students may know where they can receive an education which will mean something to them, and where they may obtain degrees that will have real value. At the same time, we will be glad to expose those so-called 'universities' which peddle diplomas to people all over the world after a small amount of work."

Dr. Babcock is a former college president. He explained that one of the ways in which he was getting at the value of the education given at various colleges was by following students of these institutions who later enter law, medical, and other schools, and comparing the quality of their work there.

The character of the teaching force at the different colleges, the thoroughness of their courses leading to various degrees, their laboratory, library, and other form of equipment, as well as many other elements, all will be taken into consideration in making up the list.

W. E. H.

Brains vs. Brick and Mortar

THE school, like every other organized social institution, has two sides to it, the spiritual and the material — the thing itself and a place to house and serve it. The successful school manages to keep the two in good proportion. Trees enlarge and people grow by a pressure from within, a sort of centrifugal movement — life pressing its way into larger circles of action. When we want an oak, we do not erect a hollow structure fifty feet high and three feet in diameter, then plant an acorn at the bottom. We rather make sure that the acorn is sound, of select stock, that the conditions of soil are favorable, then plant the acorn and let it grow its own structure. In a similar way the school should start and grow according to the law of nature. We should make sure of having the master teacher first of all, for he is always quite independent of the material side of his institution — at least he is willing to bide the time when the real thing he is doing is large enough and strong enough to be worthy of a material setting which is becoming to its real merits.

The danger of reckoning too much on the virtues of brick and mortar as compared with the intellectual and spiritual superiority of the teachers in a school, is no less to-day than when President Garfield uttered the following forceful words in addressing a department of the National Education Association in Washington, D. C., about two years before he became president: —

There is one thing to which I will venture to call your attention; and that is the great case, if I may speak as a lawyer, which is soon to be tried before the American people,— the case of *Brains vs. Brick and Mortar*. That, in my judgment, is to be a notable trial; and until the case is fully argued and rightly decided, we shall have no end of trouble in our educational work. To insure its final and rightful settlement, the friends of our schools should unite to force the question to a hearing, and should go to the very bottom of the controversy.

It has long been my opinion that we are all educated, whether children, men, or women, far more by personal influence than by books and the apparatus of schools. If I could be taken back into boyhood to-day, and had all the libraries and apparatus of a university, with ordinary routine professors, offered me on the one hand, and on the other a great, luminous, rich-souled man, such as Dr. Hopkins was twenty years ago, in a tent in the woods alone, I should say, "Give me Dr. Hopkins for my college course, rather than any university with only routine professors." The privilege of sitting down before a great, clear-headed, large-hearted man, and breathing the atmosphere of his life, and being drawn up to him and lifted up by him, and learning his methods of thinking and living, is in itself an enormous educating power.

But America, I say, is running to brick and mortar. Colleges and universities are constantly receiving munificent gifts which the donors require to be built into walls inscribed with their names; but the real college sits starving under the stately shadows. Our Smithsonian Institution over here was, for a long time, engaged in this struggle between brick and brains. One of the first things done by Congress was to saddle it with a huge brick building. Another impediment was fortunately got rid of, — the great library of the institution, which devoured five thousand dollars a year of the income; and we are now struggling to get off our hands the great museum, which costs still more. Museums and libraries are necessary and valuable; but the central purpose of Smithsonian, to encourage original discovery, was in great measure thwarted by the mere accumulation of materials. I hope the day is not distant when the income of that beneficent institution will be so liberated that every American who has the requisite genius and force can find there the help required for original investigation.

And so, in our schools, let us put less money in great schoolhouses, and more in salaries of teachers. Smaller schools and more teachers, less machinery and more personal influence, will bring forth fruits higher and better than any we have yet seen.

W. E. H.

TEACHERS' READING COURSE

YEAR ONE

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

Assignment: Chapters VII-XII, designed to cover the months of November and December.

Note: The written work in XI, 2, and XII, 1, will be called for in the general review at the end of Year One.

CHAPTER VII

Lives of Great Men

1. Outline the life story of each of the five great men named here, on the general plan of the sample one of Joseph in Note 6.
2. What is the world's greatest want? How only can it be supplied?
3. What perception and resolve should seize every youth to-day?

CHAPTER VIII

The Teacher Sent From God

1. In the sending of a teacher to the one fallen world, what standard was observed?
2. Before appearing in human form, what work had the Master Teacher already done in the earth?
3. What was his purpose in coming personally into the world?
4. Sketch briefly but pointedly the conditions in society at the coming of the Teacher sent from God.
5. What was the only hope for the race?
6. In what specific ways did Christ seek to bring this hope to fruition?
7. Show how Jesus' own education followed the divine plan.
8. Mention the four Heaven-appointed sources of education.
9. What was the relation of Jesus' teaching to his life?
10. In what light did he look upon humanity?
11. What was his greeting to the human family?
12. Show how he discriminated in his teaching between the essentials and the non-essentials to his mission.
13. How far-reaching was his teaching?
14. Show where all true educational work centers.

CHAPTER IX

An Illustration of His Methods

1. Point out ten essentials to successful Normal work as illustrated in Jesus' teaching and training of the twelve disciples. Note 7.
2. Characterize John, Peter, and Judas as distinct types, and point out how Jesus dealt with each.
3. What strengthened the disciples at Christ's ascension?

CHAPTER X

God in Nature

1. In what definite ways does nature testify of God?
2. How are the laws of human life related to those of nature in general?
3. Wherein does nature need an interpreter?
4. Show the importance of early contact of the child with nature.
5. Of what value is nature's teaching to older persons?
6. In what way only can the foundation of true education be most firmly and surely laid?

CHAPTER XI

Lessons of Life

1. How did our Master Teacher exemplify the value of illustration in teaching?
2. Cast the gist of each lesson of life in this chapter into three sentences, the first pointing out the lesson taught; the second, how it is illustrated; the third, its application. Note 8.

CHAPTER XII

Other Object-Lessons

1. Treat each object-lesson in this chapter as you did the lessons of life in chapter XI.

NOTES

6. Here is a suggestive outline of the life story of Joseph: —

JOSEPH

I. Facts of His Career

1. Early separated from home.
2. Carried captive to heathen land.
3. Subject to great changes of fortune.
 - a. Tenderly cherished at home.
 - b. Slave, then confidant in Potiphar's house.
 - c. A man of affairs, educated by —
 - (1) Study.
 - (2) Observation.
 - (3) Contact with men.
 - d. Prisoner in Pharaoh's dungeon.
 - (1) Condemned unjustly.
 - (2) Without hope of vindication or release.
 - e. Called to leadership of Egypt —
 - (1) When unequaled in civilization, art, and learning.
 - (2) At a time of utmost difficulty and danger.
 - f. Administered affairs wisely, and so —
 - (1) Won Pharaoh's confidence.
 - (2) Was made premier of Egypt.
 - (3) Became one of the greatest statesmen of history.
4. Preserved his integrity.

II. Secrets of His Greatness

1. True education in his childhood.
 - a. Taught love and fear of God.
 - (1) Was often told stories —
 - (a) Of his father's night vision at Bethel.
 - (b) Of his father's conflict by the Jabbok.
 - (c) Of Isaac and Abraham and Noah and Adam.
 - b. Taught useful labor.
 - (1) Tended his father's flocks.
 - (2) Carried food and messages to his brother shepherds.
 - c. Lived a pure and simple life.
 - (1) Developed physical and mental power.
 - d. Communed with God —
 - (1) Through nature.
 - (2) Through study of truths taught by his father.
2. Grew in strength of mind and firmness of principle.
3. In the crisis of his life, —
 - a. Remembered his father's God.
 - b. Remembered the lessons of childhood.
 - c. Resolved to prove true.
 - d. Was steadfast amid world's greatest attractions.

III. Lessons From His Life

1. Begin education early.
2. Let the parent be the first teacher.
3. Apply faithfully the principles of true education.
4. Do much oral story work on Bible characters.
5. Repeat these stories frequently.
6. Tell of personal struggles and victories.
7. Train in useful labor.
8. Inculcate habits of simplicity, cleanliness, and purity.
9. Teach lessons from nature assiduously.
10. Anchor the child to faith in the Unseen and loyalty to God.

7. In his teaching, Jesus not only exemplified the true principles of pedagogy, but in preparing the twelve disciples to become teachers he illustrated the best methods in Normal work. Among these the following ten essentials may be noted: —

1. He chose them with the avowed purpose of making them teachers (fishers of men).
2. Chose men of natural ability, teachable spirit, and of widely varied types of character.
3. Kept them in constant personal association with himself.
4. Taught them under a great variety of circumstances, but inculcated unity of spirit and aim.

5. Made them observers when he taught the multitude.
6. Held conferences with them afterward.
7. Gave them practise, under observation, in teaching others what he taught them.
8. Later sent them out alone to teach for a season.
9. Held conferences with them on their return.
10. At the end of a three years' course gave them their commission (credentials).

8. The teacher will not only find it excellent practise to prepare this digest, but the results of such a careful study of these lessons of life will prove invaluable. Follow this general plan:—

LESSON TAUGHT.—The law of life is a law of service.

ILLUSTRATION.—The Father, Christ, and the angels minister life and salvation; all the things of nature—air, sunshine, animals, plants, streams—minister to our world's sustenance and happiness.

APPLICATION.—God's grace received and dispensed recompenses all who become its channels to the world.

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold

It was mentioned in the September-October outline of this book, that one great value, especially to young teachers, lies in the fact that the author takes you with her into the class-room. In lesson 3 this is well illustrated. The teacher should read very carefully the model lesson given, making special note that the manner in which the subject is brought before the pupil is such as to excite systematic study. Two great benefits come to the child when this method is successfully used: first, the foundation is laid in intelligent observation; second, the relations which exist between the parts that constitute the whole are noted (e. g., why the cat has feelers sensitive to touch, tongue with rough surface, claws that can be sheathed, cushioned feet, etc.).

General Topics—Nature Study

III. LESSONS ON ANIMALS. Assignment, pages 80-105

1. If you are not familiar with the experiments named by the author, you should carry out some of them, that you may be prepared to do them properly before your class. Note 1.
2. Write out the story of some animal, read the story to your class, and have them write it out for you, that you may obtain the results.
3. Take your students for a pleasant walk where you can give them a nature-study lesson out-of-doors. When you return to the class-room, have them write a description of what they have observed, as pointed out by you, and note your success. Note 2.
4. Have your class examine an animal which can be placed before them, and note the results in teaching them (a) to observe; (b) to describe what they have observed. Note 3.

IV. LESSONS ON THE HUMAN BODY. Assignment, pages 106-118

1. How may physiology and hygiene be taught according "to the letter of the law," but not in the spirit?
2. Why is it that simply presenting the "dire results" which come from intemperance, is not sufficient to enable one to lead a temperate life?
3. "What do we mean by a temperance lesson?"
4. What is more essential in the lesson than to show the effect of alcohol upon the nerve and muscle? Only under what conditions can such a lesson be taught? Note 4.
5. What more should the lesson contain than a warning against evil? Note 5.
6. What points worthy of imitation do you find in the simple lesson to first-year students (pages 111-115)?
7. Note how naturally the author leads the student into closer observation and more practical application as she passes from grade to grade. The teacher should seek to keep this gradual development to the end of the subject. Note 6.
8. Write for your own use the outline of seventh-grade physiology.

NOTES

1. "The pupils should be encouraged to make both individual and class collections of specimens to be mounted and kept, but collecting 'specimens' must not be allowed to become an end in itself.

"Thorough observation should be insisted upon as precedent to 'collecting,' and no specimen should be admitted to the permanent class collection which (1) has not been well studied by all the class; (2) is not a good type of its species, or genus; (3) has not been carefully prepared and mounted by the pupil contributing it."—*Roark's "Method in Education," page 154.*

2. "As much as possible of the work in nature study must—let it be urged again—go on out-of-doors; and the very first exercise would seem to the pupils more as pleasant walks and outings than as any kind of lessons. Their appreciative attention should be called to the landscape as a whole, they should be led to feel the general out-of-door effect in a way they never felt it before."—*Roark's "Method in Education," page 159.*

3. Take your class with you in the spring-time, and study birds of your own neighborhood. There is no out-of-door study more delightful, and the teacher, as well as the student, is often surprised at the variety of birds in one's own neighborhood. Show them how the different birds are distinguished—by bill, wing, tail-feather, breast-mark, song, etc. The teacher will find help in distinguishing these different birds, by the study of such books as "Bird Craft," "Bird Neighbors," etc.

4. "In the study of physiology, pupils should be led to see the value of physical energy, and how it can be so preserved and developed as to contribute in the highest degree to success in life's great struggle."—*"Education," page 196.*

5. "Let pupils be impressed with the thought that the body is a temple in which God desires to dwell; that it must be kept pure, the abiding-place of high and noble thoughts. As in the study of physiology they see that they are indeed 'fearfully and wonderfully made,' they will be inspired with reverence. Instead of marring God's handiwork, they will have an ambition to make all that is possible of themselves, in order to fulfil the Creator's glorious plan. Thus they will come to regard obedience to the laws of health, not as a matter of sacrifice or self-denial, but as it really is, an inestimable privilege and blessing."—*Id., page 201.*

6. "Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. The work should be begun by the mother in the home, and should be faithfully carried forward in the school. As the pupils advance in years, instruction in this line should be continued, until they are qualified to care for the house they live in. They should understand the importance of guarding against disease by preserving the vigor of every organ, and should also be taught how to deal with common diseases and accidents. Every school should give instruction in both physiology and hygiene, and, so far as possible, should be provided with facilities for illustrating the structure, use, and care of the body."—*Id., page 196.*

Duty the Key-Note in Ethical Culture

THE millions pitch the tune of human conduct too low. They ask, "Will it give me pleasure?" "Will it pay?" "Is it good policy?" The consequent moral degradation is appalling. But duty is the key-note of every grand life. Conscience stands for duty, for it is our capability to feel duty impulses. Find right, choose right, do right, enjoy right, are the mandates of conscience. As the needle points to the pole, so conscience prompts each one to do duty as he understands it. Here all vital moral culture has its root. From infancy to age, the greatest thing in education is so to foster the ethical impulses that they shall become practically imperative in controlling human conduct. The noblest work of God is a man who, from principle and from habit, does what he deems is right. The highest work of the educator is the development of such men and women.—*Baldwin.*

TEACHERS' ROUND TABLE

And Question Box

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

Stray Notes on the Teaching of Rhetoric

BY M. E. OLSEN

RHETORIC, properly taught, has scarcely a peer as a practical study. The truth of this somewhat sweeping statement readily appears when it is realized that all communication of thought by means of words, is governed by those great universal laws which form the subject-matter of rhetorical study. Man's relation to his fellow men, his relation to God, the whole structure of society, its laws, customs, traditions, its griefs, and joys, its pains and its pleasures, its hopes and disappointments,—are not all these fundamental things concerned vitally with the free intercommunication of thought by means of speech? Hardly a waking moment passes but we are speaking, or carrying on some train of thought which will eventuate in speech. If the occasions are oftentimes trifling, yet are not the very deepest things in life the ones we are most anxious to express in words which shall live on and on after we have passed away?

Many of the studies pursued at college are valuable chiefly as affording mental drill. Latin, Greek, and the higher mathematics will not very often prove highly useful in the affairs of practical life; but the ability to express one's thoughts with clearness and force is something which is likely to be in constant demand. It means much for a man whether or not he is able to make himself understood by his fellow men; whether he can communicate to them the message entrusted to him, the thought of his bosom. Moreover, the general laws of expression being the same for all languages, practise in the art of using his mother tongue will prove helpful in any other language that may be learned. Evidently, then, rhetoric is a subject deeply concerned with the inner life of the student, and one the knowledge of which he will make direct and constant use of, not only while in school, but also all through life; and it will be the teacher's first duty to help his students to see the subject in these its larger relations.

Too much rhetoric teaching has been concerned with the so-called elegancies of speech. Students have formed the opinion that to learn to use flowery language, to dress up one's thought in high-flown metaphors, and to use words and phrases which will invite attention by reason of their gaudy colors, is the chief purpose of engaging in this study. Others have the impression that it is chiefly to become acquainted with

conventional modes of expression,—to learn to write without making serious blunders. These are not so far from the truth. Correctness is, no doubt, one of the things which should be attained by the careful student; but it is not the aim to keep in view. The principal aim in rhetoric teaching is to help the student to express himself in the manner most natural to him,—to put on paper the thought of his own bosom, and do it with such skill, truthfulness, and sincerity that it shall lose as little as possible in the transfer. This is delicate work, and the ability to do it well comes to most people only as the ripe fruit of years of patient labor. But the teacher of rhetoric has the high privilege of giving his pupils a start in the right direction; and if he himself has a clear conception of the goal which is to be reached, he will at least be spared the sad experience of starting his pupils on the wrong road.

“Fine writing” is anathema with editors, and homely strength is preferred to that smooth monotony of phrase which betokens artificiality. The beauty of a well-written paragraph, so far as it may be judged in itself, lies in the perfect adjustment of the language to the thought of which it is the outward garb. The truth which the writer wishes to convey, must be ever uppermost in his thoughts, and it must take that outward shape which is natural to it, which will adequately express its inmost character. When any truth has been thus embodied, the language will have a quiet, restrained beauty, as unconscious grace as that of nature itself, which can never be attained by efforts at extraneous ornament.

Beauty of this structural, unadorned kind may be found in the writings of the few great masters who wrote for all time. We have the noblest examples of it in the Scriptures, that rich storehouse of good literature. Bunyan, whose style has much in common with that of the Bible, describes his own manner of writing, and gives the reason for it, in these memorable words, which may well supply the text for a little talk by the teacher on directness and simplicity:—

“I could also,” he says in “Grace Abounding,” “have slipped into a style much higher than this in which I have here discoursed, but I dare not. God did not play in convincing of me; the devil did not play in tempting of me; neither did I play when I sank as into a bottomless pit, when the pangs of hell caught hold upon me: wherefore I may not play in relating of them, but be plain and simple, and lay down the thing as it was.”

It would be difficult to conceive of a better setting forth of the attitude of a true writer than is given in these pregnant words. The man who has something worth telling, a burden on his soul of which he must be delivered, can not dally with words; his sense of responsibility compels him to be direct and simple. Thus it was with the writers of the Bible. They were men of intense earnestness, putting in the simplest and most telling words the messages entrusted to them of God. Such were also the men who translated our common English version. Their souls were enamored of the truths contained in the great originals, and they toiled patiently for many years to give them to the English people in language

at once dignified and simple, the result being that they incidentally attained an unconscious beauty of style which has been the admiration of successive generations.

How shall we get our pupils to feel as we do about these things? That must be the labor of months, and perhaps of years. Nevertheless we can, as already suggested, at least give them a start. In using the Bible it will be well to study at the outset such perfect examples of simple, condensed narrative as we find in the parables, the Gospels, and the Acts. The Old Testament contains passages of equal force and beauty, but with some exceptions they do not lend themselves quite as well for use as models. A good preliminary exercise is to ask the pupils to write out in their own words from memory the parable of the prodigal son. Their efforts may then be compared with the original, and differences noted. The same plan may be tried with other passages. Another helpful exercise consists in having the pupils make an outline of, say, one of Paul's addresses. Firmness of structure is one of the characteristics of good writing, and there is no better way of making this fact stand out than by the use of the outline, either expository or by paragraphs. It is also well to read portions in class and discuss the outstanding features. Some of the pupils will be quick to note excellences of structure and of individual phrase, and all will feel the admirable simplicity of the diction. From these passages in Sacred Writ it is natural and easy to go on to take up briefly passages from some of the great masters which owe something to the Bible, and seem actuated by much the same spirit. Good writing, like good speaking, is very much a matter of studying the best models, and the time spent in poring over these masterpieces will not be spent in vain. The pupil who devotes half his time to studying models and the other half to writing compositions, will usually make more rapid progress than the one who gives all or nearly all his time to the writing.

The written work naturally occupies a large part of the time of both teacher and student, and it may easily degenerate into monotonous drudgery. To prevent this, if possible let each pupil write on those matters concerning which he knows something. Most young people have their hobbies,—some subject or pursuit over which they can wax enthusiastic. These the rhetoric teacher should know how to use to advantage. It often helps to create a good class spirit when longer essays devoted to these various special interests are read in public by the writers. For instance, it will be a good exercise in exposition for some student who has an interest in architecture, to explain in an essay of some length, illustrated perhaps by drawings on the blackboard, the most important architectural forms. Another boy who happens to be an enthusiast on motoring, will be able to treat of that subject, and so on. In assigning subjects for the shorter themes, it is well to give several, and let students take their choice. If it becomes necessary to assign the

same subject to all, try to show its practical bearing on the lives of the pupils, or in some way to awaken the necessary interest. Perfunctory writing never can be good writing.

Punctuation, always a difficult matter, will become more interesting if a little time is taken to show how *necessary* it is to make one's self perfectly understood. Commas, semicolons, dashes, and all other marks are so many helps to the writer, enabling him to make his thoughts so much clearer than he could without them. This same principle of showing the reasons for things, should be applied as far as possible to all rules.

The teacher will, of course, remember that rhetoric as a subject is peculiarly rich in opportunities for character building. Good writing is an outflow of life. Hence whatever deepens and enriches the life of a student, likewise increases the range and the power of his literary effort. It is the place of the rhetoric teacher to help his pupil to organize his thoughts, to get command of his mental resources, so that he can bring all his powers into play for the clear, forcible presentation to others of the truth which he feels in his own soul.

Grading School Work

BY MAX HILL

VERY soon now our teachers will be making out their report cards. The question, "How shall I grade?" will come up with many. Shall we grade "high" or "low"? What shall we take as a standard?

The method of grading deserves attention; not so much as to whether we use the much-condemned "per cent" system or the "letter" system, but whether we grade fairly. Shall we let our hearts decide the matter, and give all the pupils "E," or 100? Shall we let our fear of what parents will say if we mark low, lead us to mark high? or shall we use our heads and in a common-sense, honest way mark every pupil on his merits?

Let us consider some points in marking. If we mark high at the first, how shall we indicate improvement later on? If a pupil is "perfect" from the first, he is not in the right class; he should be in a higher class, where the work will be harder. If a pupil is not especially bright in a certain study, and he does poor work, it is wrong to mark him high, however hard he tries. It is not fair to make him think he is doing excellent work when he is doing only fair work. When he is subjected to a test by the examining board, he fails; then we have this rather strange — not to say condemning — marking for his card: —

"Arithmetic — E, E, E, E, E, E, E, E, E, E, 56."

The teacher said to himself, "This boy is trying so hard in his arithmetic, I will give him 'E.'" The examining board feels actually magnanimous in giving him 56. If a child does not or can not do the work, it is practically the same, so far as his knowledge of the subject goes,

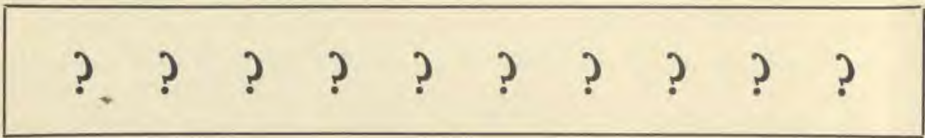
and he should be graded according to what he does and knows, even if he works ten hours a day on the subject.

Then a question as to what is "perfect." If you ask a class, "What was the Missouri Compromise?" and the answer is, "A bill that let Missouri come in slave," do you mark it perfect? Or do you require a complete sentence, and an answer that shows without question that the pupil knows what the Missouri Compromise was? On a basis of ten, I would mark this answer about two, and I would let the pupil know that I considered myself liberal.

Pupils sometimes ask, "But can't you get a hundred?" Tell them, "Yes, when you are perfect." But perfection is a rare quality in this world. There is, in fact, but one perfect Man, and his dwelling is not with men. No pupil should be encouraged to think that he is perfect, or that he is "excellent," unless he is doing first-class work. In the end, there is more comfort to the pupil to be marked low by his teacher, and to have an equal or better mark from the examining board, than to be marked high all the year, and receive a lower mark at last.

When we consult a physician, we demand that he *know*, not that he be a good man and be trying hard to do right. When a child covers so much ground in his studies, we demand that he know what he has covered, not that he has worked faithfully. Faithfulness in work gets its mark in the department column; his mark in arithmetic depends on his actual knowledge of arithmetic.

Let us be fair in this matter. Let us not deceive ourselves or our pupils; mark too low rather than too high. The world demands accurate knowledge and skill; the Lord demands perfection. Shall we be content with less? Dare we lead our pupils to feel that they are perfect when they are not? Rather let us spur them on to better work by proper encouragement and help, marking them just where they stand, for just what they know and can do — and do do.



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

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

THE NORMAL

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

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

It is the general plan of these lessons in Oral Bible that Friday of each week should be used for review of the four preceding lessons.

Lesson 14

MEMORY VERSE: Ex. 19: 5 (last part)

AIM.—To teach about the earth as a treasure-house; to direct the mind to the goodness of God.

INTRODUCTION.—Talk of treasures, things that children treasure, treasure boxes. Seeds as treasure boxes of plants.

LESSON.—Show some coal, iron ore, or precious stones. Talk of how they are obtained; their uses; who made them. Whose are they? Haggai 2: 8.

CONCLUSION.—By questions bring out the fact that all we have belongs to God. His care is over all his works. We are his treasures. How thankful we should be to him!

Lesson 15

MEMORY VERSE: Isa. 40: 12

AIM.—To teach about soils, and the greatness of God in their creation.

INTRODUCTION.—Review lesson on the treasures of earth.

LESSON.—Show different soils and talk of their uses. By questions bring out the uses made of different soils,—sand in molding, in building, in making glass, soil used in cement, etc. Talk of the different soils adapted to plant life. Show lily or picture of one, and talk of its home.

CONCLUSION.—Draw lesson from the purity of the lily. Its surroundings not pure, but God brings it out in all purity. So he can make our hearts pure. We are to think of the lily, how it grows.

SUGGESTION.—Cut out or draw the lily.

Lesson 16

MEMORY VERSE: Ps. 147: 15

AIM.—To teach that the improved modes of travel in these days are to carry God's message for this time.

INTRODUCTION.—Take an imaginary journey with Joseph and his family. By questions bring out mode of travel then. Show pictures or drawings.

LESSON.—Talk of modes of travel at the present day—the electric-cars, the steam-cars, the air-ships, and the steamships. Talk of your general meetings. In Joseph's day how did the people get together? How now? Tell of car-loads of papers and books sent out daily from our offices. Cars, boats, telephones, telegraphs, all for God's work in these days.

CONCLUSION.—God wants us to do our part in this great closing work.

Lesson 17

MEMORY VERSE: Matt. 6: 28

AIM.—To lead the children's minds to God as the creator of all plants; his care over all his works.

INTRODUCTION.—Talk about the trees, the plants, the flowers, their variety.

LESSON.—Read Gen. 1: 11, 12. If possible, have a bean plant, or some plant that the pupils have watched grow. Talk of how it grew, its food, drink, etc. The same

power that spoke the plants into existence at first, causes the plant to grow now. Man's inability to make even a tiny blade of grass grow. Man can assist plants by feeding and caring for them.

CONCLUSION.—Apply the lesson of the memory verse. Read Ps. 144: 12, and apply.

SUGGESTION.—Cut trees or flowers of various kinds.

Lesson 18

MEMORY VERSE: Prov. 12: 12 (last part)

AIM.—To teach about roots and stems and their uses; to lead child's mind to God's order and wisdom in their creation.

INTRODUCTION.—Review lesson on plants; by questions bring out the parts of a plant.

LESSON.—Show different kinds of roots and stems. Question on use of each to the plant and to man as food. Every plant has just the roots and stem it needs. Who made them thus? God's wisdom made everything just right.

CONCLUSION.—Teach pupils to hear God's voice as they study about these things.

SUGGESTION.—Cut out or draw roots. Collect various kinds.

Lesson 19

MEMORY VERSE: John 15: 5

AIM.—To teach the beautiful arrangement of branches. Jesus the vine, and we the branches.

INTRODUCTION.—Show trees or pictures, or sketch different kinds of trees.

LESSON.—By questions bring out the different-shaped branches, the wonderful arrangement of the same. Wisdom in God's great diversity. The trees are known by their branches.

CONCLUSION.—If we are living for Jesus, we are his branches. Our words and actions tell what kind of branches we are.

SUGGESTION.—Cut or draw pine and maple outline trees.

Lesson 20

MEMORY VERSE: Ps. 66: 5.

AIM.—To teach the child to observe, and as he does so, to see God as the creator.

INTRODUCTION.—Review lesson nineteen.

LESSON.—Show different kinds of leaves. Talk of variety of leaves, their uses,—to the plant and to man. Show stems with buds, and teach different arrangement; also leaf and flower-buds.

CONCLUSION.—God has order in all nature. Wrong side of leaf perfect. Draw lesson from all these.

SUGGESTION.—Cut or draw different kinds of leaves.

Lesson 21

MEMORY VERSE: Matt. 6: 28

AIM.—To help the child to see and love the beauty and fragrance of flowers, and to draw lessons from them.

INTRODUCTION.—Review lesson on buds, talking especially of the flower-buds, and if possible show how the petals are folded within. Of course, in spring-time this can be better taught.

LESSON.—Present flowers, and talk of their beauty and fragrance. Colored pictures of flowers (obtainable in seed catalogues) will add much to the interest of this lesson. Tell of curious plants: night-blooming cereus, blooms so seldom, at night only, lasts but a few hours, very fragrant, and very beautiful, especially its stamens and pistil. The fragrance of one flower fills the whole house. Bring out the part the sunshine has to act in the colors of flowers; hence the gorgeous colors of tropical flowers, and the lack of color in cold climates. Both fragrance and color attract insects, which are friends to the flowers.

CONCLUSION.—Our lives should be like the flowers, bringing happiness wherever we are. Tell a story bringing out silent influence of an obedient, loving child. This is like the fragrance of the flower in the house. Even one child, like the night-blooming cereus, can fill the house with happiness and sunshine.

Lesson 22

MEMORY VERSE: Gen. 1: 12

AIM.—To teach about the general classes of fruits, and to help the child to see God's love in providing so abundantly such delicious food.

INTRODUCTION.—Talk about the flowers, their fading and dropping from plants, and how the seed or fruit appears.

LESSON.—Show several kinds of nuts, also of fruit, and by questions develop the classes of fruit—dry and fleshy. Make a list of each kind, names given by pupils, letting them tell which class to place them in. All seeds are fruit of herb, plant, or tree. If time permits, talk of the part eaten of the different kinds; the different ways

in which seeds are protected. Different climates produce different kinds of fruit. Many children never saw chestnuts or hickory-nuts growing, and many never saw Brazil-nuts or English walnuts growing. The same said of fleshy fruits. Why such a variety? Our Father knew his children would not all like the same kinds of fruit.

CONCLUSION.—Jesus tells us that his Father is glorified when we bear much fruit. Suggest how children may bear fruit to God's glory.

Lesson 23

MEMORY VERSE: Luke 8: 11

AIM.—To teach more about seeds, to help the child to see how God provided for the distribution of seeds, and to draw lessons.

INTRODUCTION.—Write a list of seeds given by the pupils, then rewrite and classify those with wings, those with burs, and those without either.

LESSON.—Show milkweed pod, thistle, and several kinds of burs. If these can not be obtained, show picture. (Pupils will bring specimens if asked in time. Colored picture of milkweed in "Little Folks' Bible Nature.") By questions bring out facts on how these seeds travel,—by wind, by animals, by children, and by birds. Why? How do seeds get on islands?

CONCLUSION.—Bring out the lesson that we are all sowing seeds each day. We have only two kinds, good and evil. Our seeds will bear fruit, too. Tell some story to teach how.

Wood-Work—No. 2

BY CLIFFORD A. RUSSELL

SOME friendly criticism has come in, particularly with reference to the selection of tools. I am glad that some are taking sufficient interest in wood-work to offer criticisms. I have not recommended the purchase of the more expensive tools, such as the plow, it being my aim to hold the matter of expense as low as possible consistent with good, thorough work. The "fore-plane" is simply a shortened jointer used for straightening edges. In cabinet-work, nearly all pieces are comparatively short, and I find that pupils handle the fore-plane to better advantage in such work than they do the long jointer. All may not see alike in the matter of selection of tools, and I have simply outlined what I have found the most useful as well as inexpensive.

Wood-work demands exactness. It is this fact that contributes greatly to its educational value. The precision required does not come in a day. Rather it is the result of long and careful training. The amount and nature of this previous training will vary so greatly that it is difficult to state definitely just when simple wood-work should be introduced. In general, I believe it should find a place in the fifth grade, as stated in the preceding article, but only under the conditions mentioned there. I therefore designate the first part of this outline fifth grade, though it should not be used before the sixth or even the seventh in case the manual training in the first four grades has not been thoroughly done. Likewise that indicated as sixth should be reserved for the seventh or even the eighth, under like conditions.

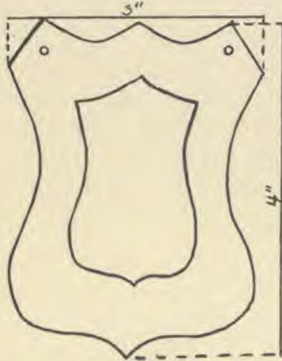
Fifth Grade

The work for this grade must be simple, requiring the use of but few tools, and some easily worked material. As far as possible, everything connected with wood-work, in whatever grade taught, should be practical. The pupil will take a far deeper interest in his work if he

is employed upon something of real worth and practical utility,— if he is actually making something.

Tools: Saw, hammer, block-plane, ruler giving 16ths, knife, rasp, coping-saw, T square, try-square, gage, dividers. Also brads, sandpaper, glue.

Wood: Basswood in varying lengths and widths, $\frac{3}{8}$ inch in thickness, planed upon both sides. I would suggest lengths from 6 feet to 12 feet, and widths from 2 inches to 10 inches.

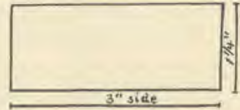
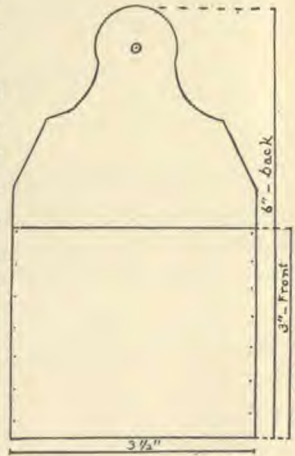


MODEL 1

Lay out first the rectangular outline. Then by using the dividers, the curves may be drawn. Cut out with coping-saw, and carefully finish with knife. Sandpaper thoroughly. Cut a piece of sandpaper the shape of the inner design, and glue to the wood. Make two holes with an awl for hanging. Since this is the first model, a heavy paper pattern may be cut out and used to trace the design on the wood, if desired. Accept no careless work.

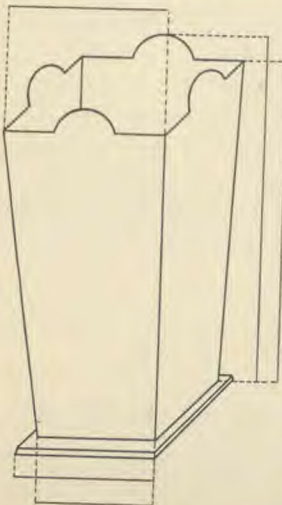
I will offer suggestions for making a few simple articles suitable for this grade. The tactful teacher should be able to supplement these as desired. Send to any firm handling pyrographic supplies, for their catalogue, in which you will find many useful and simple designs.

Model 1 is a match scratcher, shield design.



MODEL 2

Model 2 is a whisk-broom holder. The back design is very simple, and may easily be produced by means of the dividers and ruler. Insist that all straight edges be *straight* and all square corners *square*. Space brads as in the figure.



MODEL 3

Model 3 makes a very useful article — a waste-paper receptacle. Be careful that the sides are tapered alike on both edges. In shaping the top, use cut-off saw from each edge until you reach the rounding part; then use the coping-saw. Smooth with the rasp. The figure shows how it should be put together, one edge out and one edge in. Bevel the bottom as shown in the figure, and fasten with your largest sized brads.

Sixth Grade

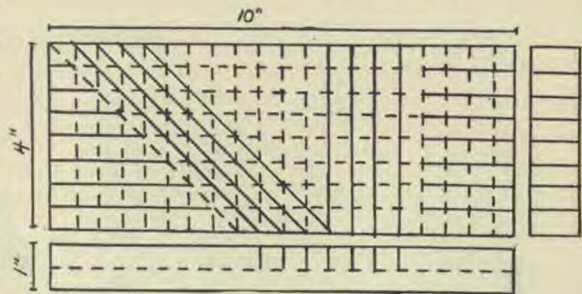
Before taking up anything involving real cabinet-work, the pupil must be put through a course of instruction in the use of tools. Use of the few simple tools needed for the work outlined in the preceding grade, has perhaps developed a degree of skill, but now the whole outfit is to be opened.

In the first place seek to impress upon the pupil the value of tools, and encourage a certain pride in keeping them bright and clean. Insist upon their being placed in the chest or upon the shelves in an orderly manner, the different kinds by themselves, and in such a way as not to dull them. Remember this is character building as truly as is a lesson in Bible.

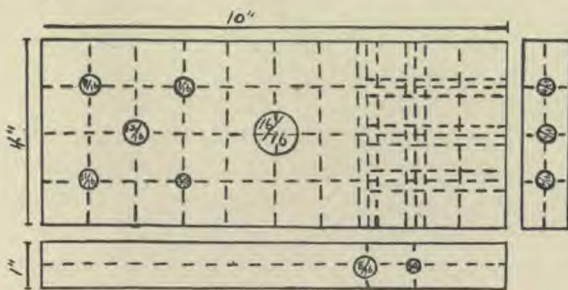
The course here outlined has been used for several years in one of our schools with excellent success. If your wood-working class higher up in the grades

has never had such instruction in the handling of tools, I should recommend by all means that they take this work also before attempting anything in cabinet-work.

You will observe that the two models are of the same dimensions. A long strip of basswood or whitewood 1 inch by 4 inches should be obtained for these models. Very carefully place the designs upon the board, and take them up in the order given. Each model must be absolutely square in all dimensions. Never let a piece be sawed off without



MODEL 1



MODEL 2

first squaring on side and edge. Insist that the pupils learn to saw to the line. Smooth on the end with a rasp, running it true so as not to round the corners. If ever necessary to plane the end of a board, never carry the plane clear across, but lift it off just

before reaching the edge, else you will sliver the board. Then turn the board around in your vise and plane from the other edge. You will note in the figures that side, edge, and end diagrams are given.

MODEL 1: SAWING.— Lay off the design exactly as given, using heavy lines only where indicated. Saw on these heavy lines. We have here cross-, diagonal-, and rip-sawing. Saw the four cross-lines first, using

a fine-toothed cut-off saw. Never let the pupil use both hands on the saw, but use the left to guide it in starting. Start in the corner, and do not let the saw jump. Using the same saw, cut the four diagonal lines. Next take the rip-saw (observe the difference in the filing of the two) and rip each end as indicated. There are several hours' work on this one model if painstaking care is bestowed, and the conscientious teacher will accept no other kind of work. Thoroughly sandpaper at the last. Fold a small piece of sandpaper and draw back and forth through the saw cuts. Lastly the teacher should with try-square in hand go carefully over the model and grade on accuracy and neatness.

MODEL 2: BORING.— After the model has been squared and the design placed upon it, select the proper sized bits. The size will be found stamped usually upon the shank, and is always given in 16ths. Place the model upright in the vise. Bore the side holes first. Place the point exactly in the check. Hold the brace to the chest with the left hand and then turn with the right. Be sure that the bit stands at right angles with the wood. Allow only the point to prick through on the opposite side, or you will split out a sliver and spoil your model. Turn the model around and insert the point of the bit, giving a few turns, and the hole is smooth on both sides. Next bore the end, being careful to run your bit true all the way. Now comes the hardest, especially the half-inch hole. See if you can bore clear through and have the point prick the center of the opposite edge. Sandpaper, and smooth out the holes with the round rasp.

Primary Language

BY FRANCES A. FRY

Is language in the primary grades an important branch? Should it in the course of study be accorded a place of equal importance with that of reading or other subjects? Language may be or it may not be of great importance in the primary grades, or in any grades. To a class of children who are able to express their ideas freely and accurately, who say with as much ease, "I have no pencil," as many children say, "I ain't got no pencil,"—to such a class language study is not highly essential. But a model class is rarely to be found. Almost every class in any grade affords abundant opportunity to wage the great warfare against incorrect speech. So we do not merely admit the importance of language study, but we affirm that it should be written in large bold letters across the entire school curriculum.

"Please tell me just what to teach my little first grade in language; and what shall I teach the second grade, and the third grade?" inquires Miss Inexperience. Miss Experience replies, "I can give you no definite outline to follow. What you shall teach depends entirely upon your class." It is certainly true that no other subject is so unorganized and

so indefinite as the subject of language. It is better so. It is well that no attempt be made to organize the work and to produce a definite outline. The language work for any class in any grade should depend entirely upon the needs of that particular class.

For the benefit of the inexperienced teacher, however, I shall briefly and in a general way state the scope of the work to be covered in the first grade: —

Conversational lessons based on child's previous knowledge.

Oral reproduction of stories from the Bible and nature studies.

Study of pictures and poems.

Oral drills based upon common errors.

Written forms: —

Sentence study: Use of period, interrogation mark, and exclamation point.

Capital letters: Proper names and all words referring to the Deity and the Scriptures.

Abbreviations: Mr., Mrs., Dr., St.

The teacher's first burden should be to discover the needs of her class. This can best be accomplished by means of little conversational lessons in which the children are encouraged to talk freely and fluently. It is not the purpose at this stage of the work to impart knowledge, but simply to have the children tell what they already know. Talk with them about their homes, their pets, toys, games, and friends. Encourage them to tell what they like to do, what they can do well, where they have been, and what they have seen. No corrections nor interruptions demanding complete sentences, should be made. Correctness of expression should not be made to precede spontaneity of expression. Thus the teacher gains the love and confidence of the children, and quietly she can note the errors in oral expression, and use them as a basis for her language drills.

The development of new ideas naturally follows this preliminary work. The studies of the school curriculum furnish the best material for language work. Surely we have a bountiful supply ready at hand in our Bible and nature stories, rich as they are in any lore, be it botany, science, geography, or history. Let us not waste time and scatter the interest of the children by bringing in unrelated material.

The child comes to the language class after the Bible lesson, filled with the spirit of the Bible story; if encouraged, he is eager to talk, for he has something to talk about. The teacher may assist him in a logical reproduction of the story by keeping in mind herself a definite outline. For the first little lesson under the topic, "God, Our Father, Loves and Cares for All," the teacher should keep in mind an outline similar to this: —

Our loving Heavenly Father.

Our home, the wonderful world.

The great family.

Thankful children.

She may first get the story from the children, suggesting the topics in the outline one by one. Unconsciously the child grasps the order of the facts, and is able to tell the story as a whole independently of the teacher.

A few additional forms have been added to the list included in the language work provided for in the first reader. It is intended that the language given in the readers be enlarged upon and extended by the teacher. Any new language form should be presented orally by the teacher, and used in drills several days before it occurs in the reader in any exercise assigned to the children.

In planning an oral drill to establish a correct form of expression, the teacher should observe the following steps:—

1. Presentation:—
 - a. Imaginary situation
 - b. Use in sentences
 - c. Reading written form
2. Drill:—
 - a. Copying of written form
 - b. Writing from dictation
 - c. Use in original sentences
3. Application— stories, oral and written

Illustration: Drill on the verb *went*:—

1. Call three children to the desk, whisper to them three different places to go, then count three, and have them all go at once. "Who can tell where each one *went*?" Have four or five try the next time, and so on as long as the game lasts.

Close your eyes and dream that you are taking a trip to some nice place that you should like to visit. Open your eyes and tell where you *went*. "I *went* to the city." "I *went* to the seashore."

Tell where you *went* to buy bread; to buy fruit; to buy pencils; to buy books; etc.

2. Write the word *went* on the board in large round letters. Have the children watch while you trace the word on the board. Let them trace the word in the air and then write it on the board. Erase your word, and have them write it from memory.

3. STORY.— God loved Abraham. God wanted to save him. The people around Abraham did not worship God, so God told Abraham to leave his home. Abraham *went* to the land of Canaan. First he *went* to the beautiful land of Shechem. Then he *went* to other places in the land of Canaan. A great famine came upon the land. Abraham then *went* down into Egypt for a while. When the famine was over, he came back to Canaan.

It will require two or possibly three days in which to accomplish this amount of work. The little story in which the verb *went* reoccurs, should be told by the teacher and reproduced orally by the children. It is a short, simple narration, but it affords the desired drill, and dispenses with any excuse for the use of fairy stories and meaningless tales.

Construction Work

BY FLORENCE HOWELL

THE following outline in construction work is given in two divisions — primary and advanced. Provision is made for two lessons a week, of sixty minutes each. The lessons include weaving, stenciling, cross-stitch, raffia and reed work, basketry, clay, and pottery. One advantage in the work here given is that these courses require almost no tools or equipment of any kind, aside from the materials used; and an economical teacher can, in many instances, substitute things at hand for those mentioned in these articles; for instance, long grasses or corn-husks, carefully dried and perhaps colored with diamond dyes, work in nicely in place of raffia, while willow twigs may be used instead of reeds. Many places furnish clay direct from the soil. The children can supply any amount of twine, sometimes even bringing bits of red or blue for decoration. Old tablet backs and tops are not thrown away these days, but are straightway converted into looms, patterns, etc.

PRIMARY DIVISION

First Week, Lesson 1

RAG RUG.— Piece of pasteboard 5 x 8 inches; mark half inches across ends; rule, connecting opposite dots; cut one-fourth inch on each line at ends. Use twine for stringing loom, or, better, purchase ball of carpet warp for fifteen cents. This will last you all the year. Tie

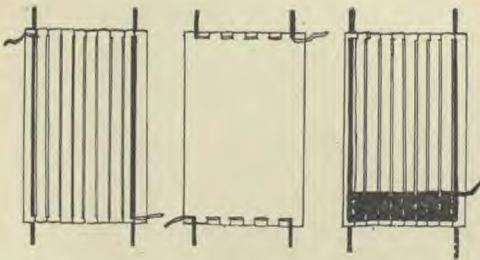


FIG. 1

FIG. 2

FIG. 3

end around corner of loom, slipping it down in notch to hold, then run the string across to opposite notch, letting the string lie on the horizontal lines (Figs. 1 and 2). Fasten by tying around corner. Cut strips of cloth one-half inch in width, do not sew together unless very short, but let them lap in the weaving, making the splice not too close to the edge of the rug (Fig. 3). Continue weaving until the rug is filled, pushing

together rather closely so that it will be firm. Placing a knitting-needle or piece of strong wire along the outside warp on either side, and weaving around these each time, will keep the rug expanded through the middle. These can be pulled out afterward. When the rug is finished, tear away the pasteboard.

First Week, Lesson 2

STRING RUG.— Make another loom of pasteboard as directed in lesson 1, but the warp should be only one-fourth inch apart. Weave with string, putting in a little color near each end for border. When removed from loom, make fringe on each end by using double string in darning-needle. Run the string through the edge of the rug, then tie a four-in-hand knot, leaving the ends free. One bunch of fringe for every other warp looks well.

Second Week, Lessons 1 and 2

HAMMOCK.— Make loom of pasteboard shaped like the one in picture. This one is 9 x 12 inches. The brass curtain rings for holding the warp and hanging the hammock are tied in place through holes in the loom. String the loom with one long piece of warp, tying one end to one of the rings as illustrated. Choose coarse cord in two colors that look well together. Macrame cord or German-town yarn is good. Cut each wool string long enough to leave a fringe on each side of the hammock. When the hammock is woven, buttonhole the sides at the head of the fringe. Trim the fringe to make it even. Close to the rings weave a few times back and forth to strengthen the warp and hold it in place. 4 — Reverse side 5 — Upper.



FIG. 4



FIG. 5

Third Week, Lessons 1 and 2

TAM-O'-SHANTER.—Make loom by drawing a circle with a diameter of six inches. Draw a three-inch circle in the center. Pierce holes around the outside circle about one inch apart,—there should be an uneven number of holes,—pierce holes along the inner circle, making them just opposite the outside holes. String loom as indicated in Figs. 6 and 7. Weave round and round, using yarn and beginning at center. When it is all woven, turn loom over and weave, beginning at inside circle. Tear out pasteboard. Finish top with little tassel made by winding worsted twenty or more times around the thumb of left hand, then tying and cutting strands.

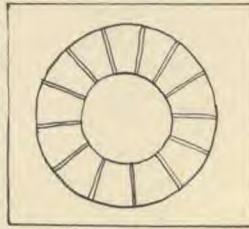


FIG. 6

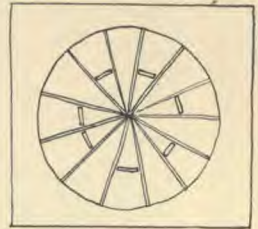


FIG. 7

Fourth Week, Lessons 1 and 2

BOOTEES.—These may be made large enough for the little brother at home. Make a pasteboard loom the shape and size of the desired bootee. Rule this with horizontal lines about one-fourth inch apart. Clip both ends of each line one-fourth inch. By inserting yarn in the notches thus made, string the loom, going around and around, and allowing yarn to cover the horizontal lines (Fig. 8). With darning-needle threaded with yarn, begin at heel and weave up to top of pattern, then back and up reverse side, leaving top open. Continue weaving in this way until top is woven, then the weaving should be continuous over the toe of the pattern. Tear out pasteboard, and finish top with fancy stitch in another color. For string to gather in top of bootee and make it fit snugly about the ankle, make a braid, running it in and out one inch from top. A small tassel may be attached to each end of the braid. It is then ready for the little foot.

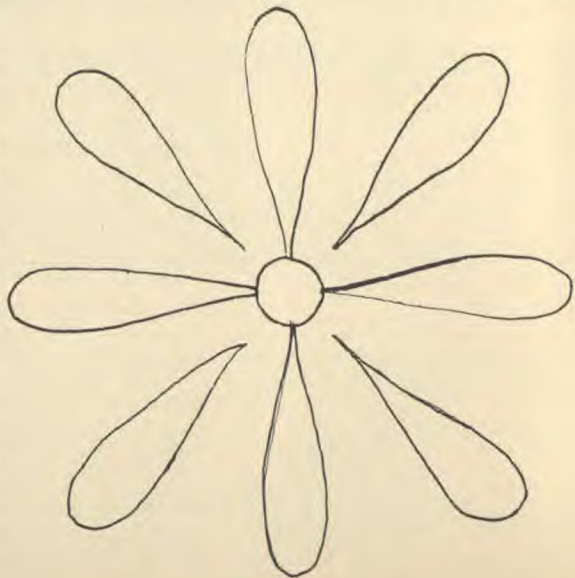


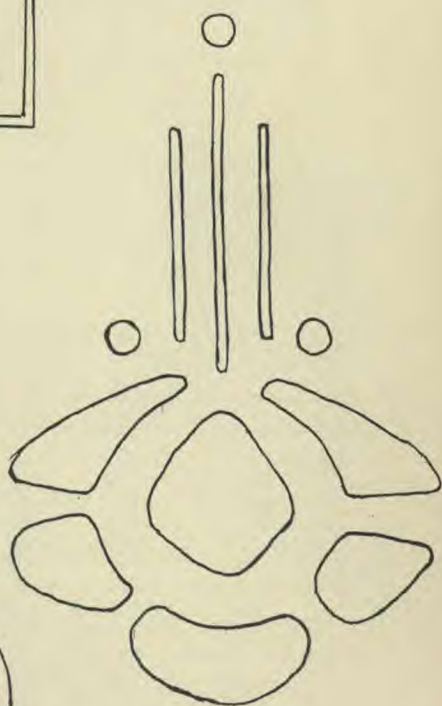
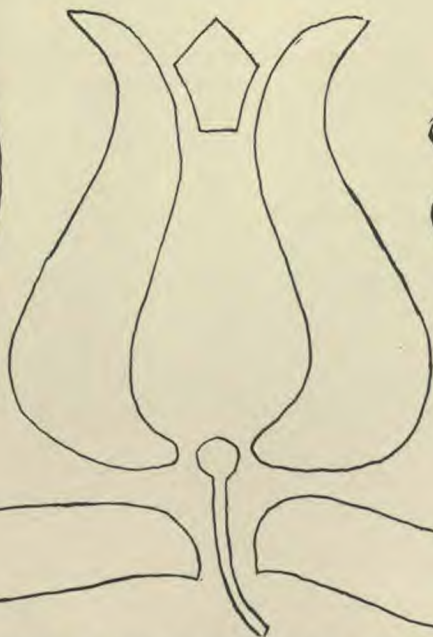
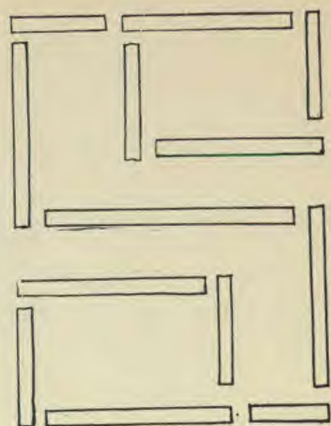
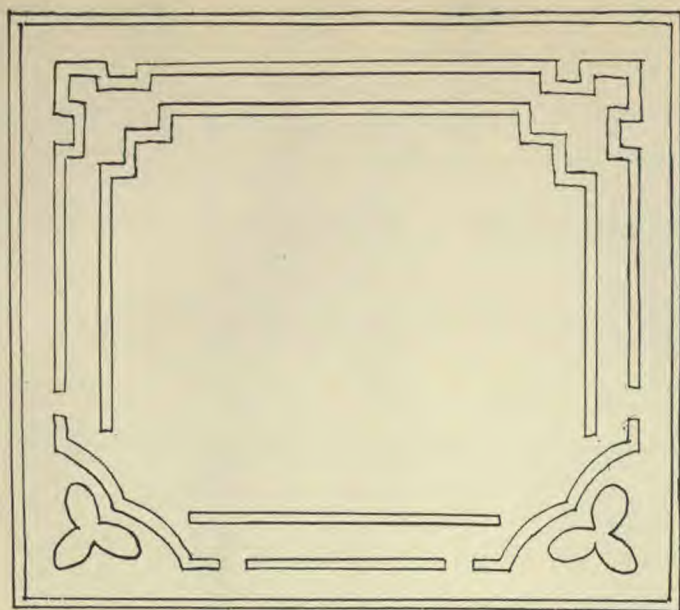
FIG. 8

ADVANCED DIVISION*First Week, Lessons 1 and 2*

STENCILED PILLOW TOP.—Make a stencil of tough Manila wrapping-paper 6 x 8 inches. Transfer accompanying design to it by the use of carbon paper. Cut out inside of design with sharp-pointed scissors, taking care to preserve smooth edge. Russian crash, crash toweling (unbleached), and tan burlap are good materials to use for the pillow top, but any plain coarse material may be used. Put two or three thicknesses of newspaper under the cloth, place stencil in position and fasten with pins or thumb-tacks. Ordinary water-colors will do nicely for stenciling, but if a better medium is desired, Winsor Newton's oil-colors, Easy Dyes, or Sherwin-Williams flat-tone glaze and stencil colors, may be used. Care must be taken that the color does not run under the stencil.

This and the following stencils may seem rather small; but if so, you can enlarge them.





STENCIL DESIGNS FOR BOOK-HOLDER, CURTAINS, PILLOW, WASTE-BASKET, AND RUNNER

Second Week, Lessons 1 and 2

STENCILED TABLE RUNNER.—The runner should be 2 or 3 inches narrower than the table, and should hang about a foot at ends. Hemstitch the ends of a strip of Russian crash. Make a stencil as given above, and place a row of the design about two inches above them.

Third Week, Lessons 1 and 2

CURTAINS FOR THE SCHOOLROOM.—These may be beautifully decorated by stenciling. Use scrim or a good quality of cheese-cloth. Place the design down one side and across the bottom.

Fourth Week, Lessons 1 and 2

BOOK-HOLDER.—Have the tinner cut two pieces of galvanized iron $5 \times 8\frac{1}{2}$ inches, and bend it at right angles on the short diameter. Cover with unbleached crash toweling, basting outside in place, then lining neatly with same material. Stencil a little border on outside of upright piece. This neat and useful article can be made to hold any number of books by simply pushing ends farther apart or drawing them together.

Primary Reading

Foundation Work—Analysis of the Sentence

BY KATHERINE B. HALE

THE word reading means *gathering*. In order that the child may be given power for the *gathering of thought* from the printed and written symbols, it is desirable that the mechanical difficulties of the reading process be reduced to a minimum. Having begun with the sentence, the unit of thought, how shall we proceed? Whether reading be taught by a truly natural method depends on whether the previous analysis of the teacher has been correct, or such that only its absence would be felt; because without it some steps would be too long, too short, in too many directions, or out of orderly sequence.

Children love wholes. Their mental acts are large, genuine, and often complex. They dislike elements, details, abstractions. Therefore they are more interested in the expression of a whole thought than in its parts. Thus they find a *sentence* easier than words; they find words more interesting than phonograms (printed or written symbols of sounds); and *sound-symbols* excite greater interest and are consequently mastered with greater ease than are the *letter-names*.

I therefore suggest that in the analysis of the *sentence*, which the child grasps as the unit of thought, we proceed to give, next of all, prominence to the *words and phrases*. Just as soon as a few sentences are learned, the important words in the sentences are selected by the children, and we at once begin a drill on words and phrases. Through often repeated word drills, by means of varied and interesting devices, make these words familiar to the children.

All new words are first presented in script, and, in the first lessons, *always in a sentence*; but afterward, in the presentation of the word, it should be given in the word drills in all four forms, as: (script) "*flower*," "*Flower*," and (print) "*f l o w e r*," "*F l o w e r*." Children take script and print together very readily, and if after the first few lessons the teacher desires to alternate the print with the script, there will be no difficulty in transition from the script to print or vice versa. Both script and print should be large, clear, and accurate. Do not, however, encourage the copying of print. There are certain reasons why there is a definite advantage in placing before the beginner the script copy, chief of which

is that the child learns most rapidly that which he attempts to reproduce, and of course the script is more easily copied. I believe, however, that there are certain other advantages in alternating the print with the script, but not for reproduction purposes.

When a sufficient number of words are mastered, they are recombined to form short new sentences for class reading. If possible, work up the words in a somewhat different order from that in which they have previously been presented, also in a different order from that in which they are to be presented by the book.

As soon as the limited vocabulary permits, sentences may be woven together to form a story, dramatic monologue, or dialogue. Each day there should be a review in sentences and word lists of the new words introduced on the previous five days. Much of the child's progress in learning to read depends upon these systematic, thorough reviews. I have previously mentioned the Manila paper or cloth wall chart as the best method of giving the sentence review drill. For the word and phrase drills use word flash-cards.¹ These flash-cards are made of heavy Manila paper or cardboard, each with a word in large script on one side, and in large print on the other side. These cards can be used in a variety of ways and are really indispensable at this stage of the beginner's work in reading.

As new words are introduced, place them on flash-cards and add them to the flash-card drill. Keep this up until the child has accumulated a stock of at least fifty or sixty words which he can name at sight, reading them not only in script, but also in print, recognizing them in sentences upon the blackboard, upon the wall charts, upon the pages of his reader, and elsewhere.

In selecting this sight-word vocabulary there are two things to determine our choice of words: (1) interest, (2) use. Of course the words selected must be such as will prepare directly for the primer or reader to which the child is to be introduced. These words should be *interesting* from the standpoint of the child's environment and experience, and let it be suggested in this connection that it is an essential part of the reading exercise to develop and quicken this interest through the sympathetic presentation of the subject-matter to be considered in the text. There is much that might be said upon this point. The vocabulary selected should contain also *words valuable for word building*, and for *phonetic purposes*. Such words as *am, me, be, in, and at* should be presented during this foundation period. These are of the class that are valuable for phonetic purposes, while the words *pretty, flower, apple, water, light, herb, yellow*, are of the former class. There are certain action words that belong to both classes; as, *eat, sit, stand, grow, see*, etc.

The, a, and an are always used with their nouns; *s* is added to words without any particular comment if it does not change the form of the word; thus, *sings, sees*, but not *flies*.

¹ For a description of these cards, see page 48.

THE HOME SCHOOL

The Care of Children's Voices in the Home

BY O. S. BELTZ

How pleasing it is to hear a small child sing a little song; and occasionally to hear a number of children sing. If they sing in unison, it affords as much delight to the musician as if he were listening to a Patti; provided the children's voices are pure, that is, clear and even, the tone produced according to natural laws. What these natural laws are is a matter of dispute among singers and teachers; but this one thing is certain, if it was the Creator's intention that man should sing his praises, he surely does not require more labor and muscular effort of man to produce a tone than he requires of the robin as he warbles his early morning lay.

In every congregation, however small, people may be found who use as much energy to sing his praises as they would at manual labor. Such straining and pushing for big or high tones divest the singing of all pleasure to the singer as well as to the listener.

You ask where such habits of singing arise. Almost invariably they may be traced back to childhood. The child will endeavor to walk in his father's shoes, and takes great delight in wearing his big overcoat, dragging half of it over the playground; in fact, the child wants to do just what it sees others do, and in its singing it will imitate as much as in anything else.

To hear a child endeavor to produce tones that equal those of its father in volume, is of common occurrence. Nine-tenths of all voices are ruined in childhood, and hence do not become what they might have become. When a child shows aptitude for singing, it is often encouraged in such a way that its voice soon gives out. Such a child is asked to sing in the presence of company, and though at first very timid, he soon loses all fear and sings with unrestrained energies; for that is what the child understands by "heartily" or "loud," which terms have doubtless been used to break down timidity.

Under no condition should children be permitted to sing loud, much less encouraged or asked to do so. Ask children to sing heartily, and invariably they will sing loud, and put all their muscular strength behind their voice, thus destroying beauty and purity of tone.

Children's voices can not be trained to do artistic singing, for reasons that are obvious, but they can and should be preserved.

With but little effort parents can preserve in the child the natural voice with which it is endowed, by seeing to it that the child sings softly. The tone must be pure and clear, not breathy and heavy; in short, the tone must be childlike, produced without bodily exertion. In this way singing will become more and more a pleasure to both singer and listener. as they pay their tributes to the Giver of "every good and perfect gift."

The Kindergarten in the Home

Progressive Occupation and Sense Training

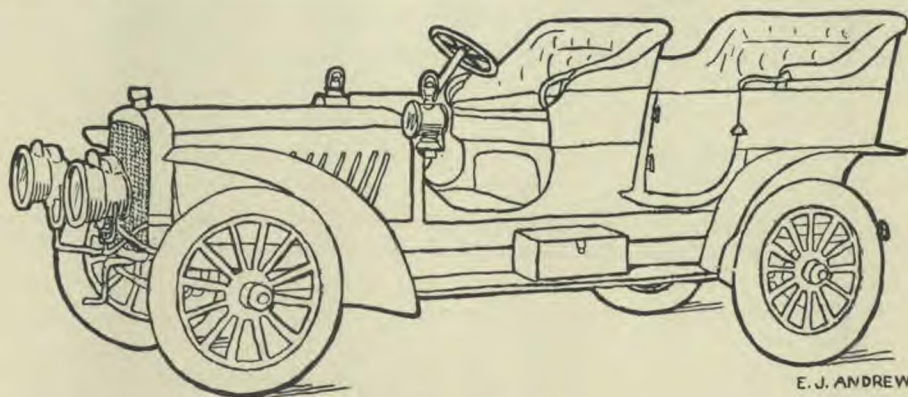
BY KATHERINE B. HALE

Gift One

"Your little hand, my child, show me;
I'll give this little ball to thee.
Now hold it tight, and let it rest
Like birdie in its cozy nest."

FROEBEL'S "first gift" consists of six rubber balls overwrought with worsted, for the purpose of representing to the child the three fundamental and the three mixed colors. Arranged in the order of the colors of the spectrum, they may be swung before the child from a standard or horizontal bar, presenting in distinct and pleasing contrast six beautiful normal colors,— the *red*, the *orange*, the *yellow*, the *green*, the *blue*, and the *violet*.

Color never fails to attract and delight, and the motion of the bright-colored balls will be of definite interest to the child in the nursery, even



A HOME PRODUCT

This machine was first modeled in plastocene by a boy of eleven, without our knowledge, merely to occupy himself. It was drawn by the same boy at our request.

before he is able to grasp and hold the soft, round playfellows. Indeed, Froebel originally intended this gift for early use in the nursery, when the little one was under the direct guidance of the mother; and for such use it is admirably adapted.

When old enough, the balls become his playfellows in another way. He loves to grasp and squeeze the yielding rubber ball. He tries to hold it by the long, twisted string, and enjoys whirling it around and around. Each day the child may be formally presented with a single, soft, round, light, worsted-covered rubber ball for his new day's companion; and as no two balls of the gift are of the same color, the six differently colored balls may be used one on each day of the week. This will assist the child

in learning the length of the week and in recollecting its days, also in learning the colors.

One object of the first gift as used in the kindergarten is to teach the children to distinguish between the *right* and the *left* hand. It is made to serve also as a means of instructing the children in the rules of politeness. The ball may be held in the *right* hand; it may be held in the *left* hand. In presenting the balls to the child pains may be taken to have him extend the *right* hand. The mother or teacher, in putting the ball into the little outstretched hand, says: "Charles, I put this red ball into your *right* hand." Charles is taught to reply: "I *thank* you, mother." After the play is over and the balls are to be replaced, the child says in returning the ball: "I put this red (green, yellow, etc.) ball into the box." When a child has acquired some knowledge of the different colors, he may be asked: "What ball would you like to play with this morning — the green, red, or blue one?" The child will reply, "With the blue one, please;" or one of such other color as may be preferred.

The child may be asked what other things are similar to the different balls in respect to color. After naming several objects, the child may be encouraged to give complete sentences similar to the following: "My ball is green, like a leaf;" "My ball is yellow, like a lemon." Whatever is pronounced in these conversational lessons should be articulated accurately, thus developing the organs of speech and correcting any defect of utterance, whether constitutional or otherwise. Opportunity for phonetics and elocutionary practise is thus afforded, and let no one think that the kindergarten age is too early for such exercise. If children learn to *speak* well before they learn to *read*, they will never need special instruction in the art of reading with expression.

An endless number of games and songs may be given the children, with this gift as a basis. The mother may select and use such songs as the following: —

" A little ball is lying here
So quietly asleep;
And as I rock it to and fro,
A loving watch I'll keep; "

or —

" Our balls are going to Bye-low-land,
Going to sleep in my baby's hand.
Rock them so gently to and fro;
Our little balls to sleep must go."

The children enjoy the motion songs, as: —

" The ball likes to be moving,
Moving, roving, moving, roving,
Moving, roving so;

and —

" Now the ball comes round to meet us;
Could it speak, 'twould surely greet us,

Wishing us a glad good day,
 As it wanders 'round in play.
 Now 'tis coming, now 'tis going,
 While our cheerful song is showing
 We are very happy all,
 Playing with the wandering ball."

We play that the balls are flowers, and find a flower for every color; we play that they are fruits, and name a fruit for each; we play that they are birds, and sing: —

"Up, up, in the sky the little birds fly"
 [swinging balls upward].
 Down, down, in the nest the little birds rest
 [hiding the balls safely in the closed hand]."

We lay the balls in a circle before us, and close our eyes. While the child's eyes are closed, some one removes a ball, and we sing: —

"Now tell, little playmate,
 Who has gone from our ring;
 And if you guess rightly,
 We'll clap as we sing."

If, upon opening his eyes, the child can name the missing ball, we clap and sing: "Tra-la-la."

We may call attention to the roundness of the ball, and ask the children to name other round objects, and so the ball may represent an apple, a bird's nest, etc.

Occupation Teaching Color

1. Upon a cardboard disc paste a colored circle, punching a hole near the edge of the disc, so that it may be tied by a cord or ribbon around the child's neck and worn as a locket during the day. Encourage him to find this color in other objects, calling the tints and shades of the color *lighter* and *darker*.

2. Make a weekly calendar for the child. Paste within the square space that represents a day, a circle of the color selected for daily observation and companionship.

3. Encourage the drawing of many sizes of circles by tracing around cups, saucers, bottles, etc. The circles may be colored and cut out.

4. Present to the child the coated paper of the kindergarten occupation material for cutting and mounting exercises: —

- a. A pure red for the tomato.
- b. A pure yellow for the lemon.
- c. A pure orange for the orange.

The hands should be absolutely clean. The circles may be mounted in a little occupation booklet for a gift to father or mother.

Talks to Children

Talk III

PERHAPS we have never seen angels ourselves, but God tells us in the Bible of many good men who have seen them.

The Bible is God's word to us; and God wants us to read the Bible, and to do all that it teaches us.

The Bible tells us of a good man named Lot, who saw two angels. Lot lived in a very wicked city called Sodom. Lot was the only good man in the city; and God saw that he must destroy Sodom by fire, because the people were so very wicked.

But God would not let harm come to Lot; so he sent two angels to tell Lot and his family to leave the city.

So the angels came to Lot's house, and ate supper, and stayed all night. They talked with Lot, and told him that God wanted him to leave that wicked city, for he would send down fire from heaven to destroy it.

Then the angels led Lot and his family away from Sodom, and fire came down from heaven and destroyed the city, with all the wicked people who were in it.

But Lot was saved.

Learn this text, for it is one of God's promises to us: —

“He shall give his angels charge over thee.” Ps. 91: 11.

Questions

1. Does God tell us in the Bible of many good men who have seen angels?
2. What is the Bible? What does God want us to do?
3. What good man who saw two angels does the Bible tell us about?
4. What kind of city did Lot live in? What was its name?
5. What did God see that he must do to Sodom? Why?
6. Would God let any harm come to Lot?
7. Who were sent to Lot? What for?
8. Did the angels come to Lot's house? How long did they stay?
9. In the morning what did they do?
10. What became of the wicked city?
11. Did any harm come to Lot? Why?
12. Repeat a verse that is one of God's promises to us.

Talk IV

The home of every good angel is in heaven. But there are evil angels, too, who do not love God nor try to obey him. These angels can not live in heaven where all is so pure and good.

The leader of these evil angels, or spirits, as they are often called, is named Satan.

Satan used to be a very bright and beautiful angel, living in heaven with God. But he became proud of his great beauty, and so selfish and wicked that he would not obey God. He taught many of the other angels to disobey, too. So they had to leave their happy home in heaven.

But all the good angels stayed in heaven. They are very glad to do everything that God or Jesus tells them to do.

Questions

1. Where is the home of every good angel?
2. Are all the angels good angels?
3. Can the evil angels live in heaven where all is so pure and good?
4. What is the name of the leader of these evil angels?
5. Where did Satan use to live?
6. Was he once a bright, shining angel?
7. Of what did he become proud?
8. How did this feeling make him act?
9. What did he teach many of the other angels to do, too?
10. Why did they have to leave their home in heaven?
11. Where did all the good angels stay?

How to Cut Stars

The Six-Pointed Star

FOLD a square on the vertical diameter. (Keep the diameter at the left.) Fold the horizontal diameter of this oblong, and crease. Open

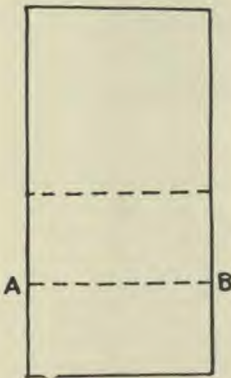


FIG. 6

the last fold. Fold the lower edge of the oblong onto the horizontal diameter just creased. Unfold. The result will be Fig. 6. Fold the upper half of the vertical diameter down to touch the crease last made, *a b*. (It will touch this crease near its right end. Fig. 7.) Fold the lower part of the oblong back on *c d*

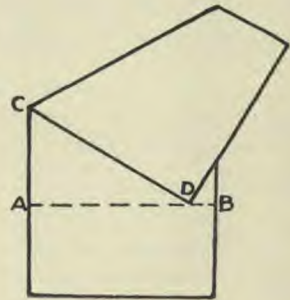


FIG. 7

(Fig. 8). Fold the edge *ce* onto the edge *cd*, and crease, making Fig. 9. Trisect the edge *cf*. From *e* cut to the left point of trisection *g*, and unfold. The result will be the six-pointed star (Fig. 10).

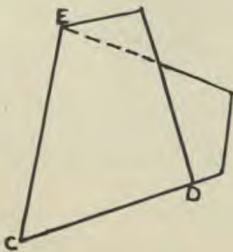


FIG. 8

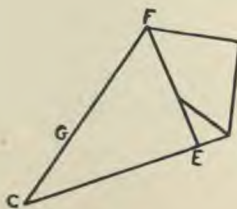


FIG. 9



FIG. 10

STUDY

AT

HOME

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The current number contains a double frontispiece showing the President at the Military Mass on the Washington Monument grounds

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LIBERTY MAGAZINE - - - WASHINGTON, D. C.

Christian Education

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

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Words of Appreciation

I AM very much pleased with the September-October number of the journal, especially the change to Normal department. The foremost articles are always of much interest to me. I believe the establishment of this magazine is the biggest step the denomination has ever taken toward the unification of our educational system.

FLORENCE HOWELL.

I see a glorious future for this good magazine.

EDWARD URQUHART.

The September-October number of the educational journal is brimful of interest. I am especially glad that the Home School department is being built up, for I believe that this is the true foundation for all our educational work.

SARAH E. PECK.

The Journal Supplement

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

This supplement will be found very useful both to primary teachers and to parents for the children at home. The sentence-building is essentially an exercise in thought structure, and the pictures add interest and provide busy work. Price, rolled in a mailing-tube, postage prepaid, five cents each, or six for twenty-five cents. Address all orders to Christian Education, Takoma Park, D. C.

We have received a large number of testimonials for CHRISTIAN EDUCATION since sending out the September-October issue. The consensus of opinion expressed is to the effect that this journal stands next to the *Review* in importance to our members.

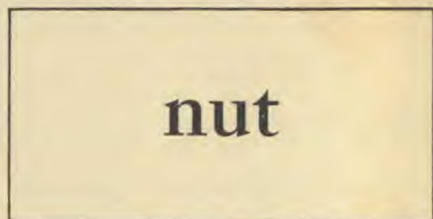
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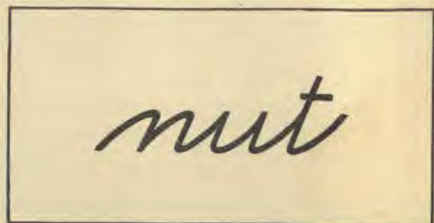
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SPECIAL NOTICE

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

No. 1:—

Be Sure to Start Right (advice to students).
Health in Education.
Principles That Made a Famous School Succeed.
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The Bible in History Teaching.
The Mathematics of Manual Training.
How to Develop a Missionary Spirit in the Grades.
How to Make a Blackboard at Home.

No. 3:—

Use of the College Library.
In the Roll of Achievement.
On Our Native Speech.
Methods in Foreign Language Teaching.
Informal Talks on English.
The Story Hour (primary school).
Answering Children's Questions.

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The Adequate Teaching of English.
Three special articles on the Bible: its development in English; effect on the life of the people; influences on English literature.
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Story Time and Busy Work in the Home.

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Methods in the Study of Science.
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A Drawing Lesson (primary).
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Report of Home School Work.

No. 6:—

Christian and Secular Education.
Why We Operate Denominational Schools.
Openings for the Educated.
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The Work of the Home School.

In ordering, be sure to specify both volume and number. Price, 10 cents each.

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DUCATION and religion must have some common, vital principle, in spite of the fact that they have been set over against each other as if they belonged to different categories, if not antagonistic. This sharp line of distinction often blinds to the best truth in both, leaving education without purity, holiness, faith, noble purpose, a striving for perfect knowledge and harmony with God—with nothing but the sharp intellect either with or without character; and religion without beauty, fulness, and vigor of life, large-mindedness, generous manhood—with nothing but dogma and creed and formal piety. We hear that education is a doubtful factor, having to do with the intellect, and giving reckless power unless restrained by the religious heart; that it is an affair of this world to satisfy hunger and pride, while religion is for eternity, satisfying and saving the soul.

“Religion is not a branch, a department, or anything that can be added to education; but rather vitalized, purified, and quickened blood. It is the attachment and devotion of every faculty of the soul to truth, beauty, and virtue. It includes man’s whole being,—his tone and temper of life, purity of heart; his striving to know and feel the true, the permanent, the external source of all things; his tendency of life upward toward truth and God. Whatever else you may desire to include, so much are essential elements. Neither is education a branch, a department, or anything that can be added to religion. Education is to fix the tendency of life upward; to stimulate a striving to perfection of character; to enlighten and strengthen the native tendencies of the soul; to intensify and purify, broaden and deepen, refine and enrich life by all things true, beautiful, and good; and to establish the current of being in the safe channel of spiritual activity. Education is not power unqualified, but power regulated and directed to righteous ends. The work of education is fatally defective which gives faculties power without the power of right direction, strength of life without right tendency of life.”—*Arnold Tompkins.*