

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

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No. 6

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List Gaining Headway

THAT we did the right thing in extending three months our special Subscription and Globe Offers is plain. Letters from the field keep telling us so, and, better still, our list is climbing faster than at any time since the journal was made a monthly. During the past month subscriptions have come in at an average of ten a day, as against eight a day the previous month. The largest number sent in by one person was twenty-four, from Sarah E. Peck, normal director Union College. M. P. Robison, superintendent Southern California Conference, has just finished using one thousand sample copies in his work of soliciting, and writes: "We appreciate the journal very much, and will do all we can to help it thrive."

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PRESS THE CAMPAIGN

Now that we have a good start, let no one slack his hand. Our list is not doubled yet, but it is going to be—and trebled, too!

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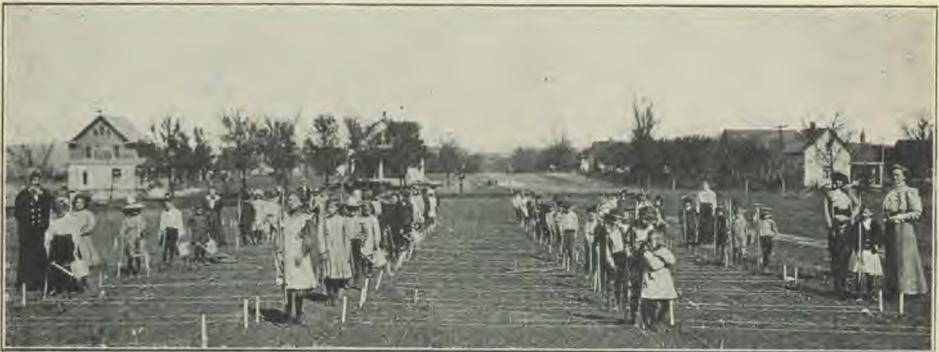
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STAKE: Treble our list



PUPILS AT WORK

"Let the children themselves prepare the soil and sow the seed. As they work, the parent or teacher can explain the garden of the heart."



THE LESSON FINISHED

"They need a training that will make them practical. They should be taught that the discipline of systematic, well-regulated labor is essential."



THE TOOLS PUT AWAY

"Pupils should learn tact and system. . . . Let it be their aim to make their work as nearly perfect as human brains and hands can make it."

School Gardening

Christian Education

Vol. IV

Washington, D. C., March, 1913

No. 6

Some of the Christian Teacher's Needs

BY MRS. E. G. WHITE

To the teacher is committed a most important work,— a work upon which he should not enter without careful and thorough preparation. He should feel the sacredness of his calling, and give himself to it with zeal and devotion. The more of true knowledge a teacher has, the better will be his work. The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency.

But it is not enough that the teacher possess natural ability and intellectual culture. These are indispensable, but without a spiritual fitness for the work, he is not prepared to engage in it. He should see in every pupil the handiwork of God, a candidate for immortal honors. He should seek so to educate, train, and discipline the youth that each may reach the high standard of excellence to which God calls him.

The purpose of education is to glorify God; to enable men and women to answer the prayer, "Thy kingdom come. Thy will be done in earth, as it is in heaven." God invites teachers to be his helping hand in carrying out this purpose. He asks them to bring into their work the principles of heaven, the A B C of true education. The teacher who has not yet learned these principles should begin now to study them. And as he learns these principles, he develops a fitness to teach others.

The Teacher Has a Garden to Tend

The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs. He has a garden to tend, in which there are plants differing widely in nature, form, and development. A few may appear beautiful and symmetrical, but many have become dwarfed and misshapen by neglect. Those to whom was committed the care of these plants, left them to the mercy of circumstances, and now the difficulties of correct cultivation are increased tenfold.

Harmonious Development

No one branch of study should receive special attention to the neglect of others equally important. Some teachers devote much time to

a favorite branch, drilling students upon every point, and praising them for their progress, while in other essential studies these students may be deficient. Such instructors are doing their pupils a great wrong. They are depriving them of that harmonious development of the mental powers which they should have, as well as of knowledge which they sorely need.

In these matters, teachers are too often controlled by ambitious and selfish motives. While they labor with no higher object, they can not inspire their pupils with noble desires or purposes. The keen, active minds of the youth are quick to detect every defect of character, and they will copy defects far more readily than they will the graces of the Holy Spirit.

Increase by Use

The teacher should not think that all his time is to be spent in the study of books. By putting into practise what he learns, he will obtain more than he will by mere study. As you use your knowledge, you will receive more. Some who have but one talent feel that they can do nothing. They hide their talent in the earth, as it were, and because they receive no increase they murmur against God. But if they would use the ability given them, their talent would double. It is by a faithful use of talents that they are multiplied. As we use aright the advantages that God gives us, he increases our capabilities for service.

Because you are teachers, do not think that it is unnecessary to obtain a training in the simplest duties of life. Because you are studying books, do not neglect the every-day duties around you. Wherever you are, weave into your life all the usefulness possible, and you will find your minds more capable of expansion, more vigorous in grasping the lessons you endeavor to learn. By performing with faithfulness every practical duty that falls to you, you are becoming better qualified to educate those who need to learn how to do these things.

An Appeal

There are some who love the society of the world, who regard the companionship of the worldling as something to be desired above the companionship of those who love God and keep his commandments. Teachers, know enough to obey God. Know enough to follow in the footsteps of Jesus, to wear the yoke of Christ. Do you desire the wisdom of God? Then humble yourselves before him; walk in the way of his commandments; determine that you will make the most of every opportunity granted you. Gather every ray of light that falls across your pathway. Follow the light. Bring the teachings of truth into your life practise. As you humble yourselves under the mighty hand of God, he will lift you up. Commit your work to him; labor in faithfulness, in sincerity, in truth, and you will find that each day's labor brings its reward.

Teachers must have a living faith, or they will be separate from Christ. The Saviour does not ask how much favor you have with the

world, how much praise you are receiving from human lips; but he does ask you to live so that he can put his seal upon you. Satan is seeking to cast his shadow across your pathway, that he may hinder the success of your work. You must have within you a power from above, that in the name of Jesus of Nazareth you may resist the power which is working from beneath. To have in the heart the Spirit of Christ is of infinitely more consequence than the possession of worldly recognition.

To the teacher is committed a great work,— a work for which, in his own strength, he is wholly insufficient. Yet if, realizing his own weakness, he clings to Jesus, he will become strong in the strength of the Mighty One. He must bring to his difficult task the patience, forbearance, and gentleness of Christ. His heart must glow with the same love that led the Lord of life and glory to die for a lost world. Patience and perseverance will not fail of a reward. The best efforts of the faithful teacher will sometimes prove unavailing, yet he will see fruit for his labor. Noble characters and useful lives will richly repay his toil and care.

Stepping-Stones and Pitfalls in Education

In the Home and in the School

BEFORE we take down the spade and rake and hoe which we put away last fall bright and oiled to prevent rust, perhaps we better search a little for the stepping-stones and pitfalls in this field of much lauded and considerably derided, considerably used and much abused, manual and industrial work.

First, a word or two about terms: We hear "manual training," "industrial training," "domestic labor," "the trades," "vocational training," etc., but we rarely feel certain how much is included in any one of them. Generally these expressions are used to denote hand or mechanical training in distinction from more purely mental pursuits. Of those here mentioned, vocational training seems most fitting, yet it is open to objections: we hardly feel like calling domestic art or clay modeling a vocation; the vocational school is one which devotes itself primarily to teaching the trades; the term vocation implies more of a life calling than we care to give it in the work of our schools. Perhaps the best general term for this kind of work thought of as part of an educational plan, is *manumental*. This term was used a few years ago by Dr. Roark, with this explanation:—

The term "manumental" is used in order to emphasize the fact that the real function of the manual training furnished by other than special-trade schools must be primarily *educative*. The purpose is not merely to train the hand to work skilfully, important as that is, but to reach the mind through the training of the hand as an instrument of acquisition and of expression. Under it is included all forms of school work with materials of any kind, kindergarten occupations, drawing,

modeling, sewing and cooking, work in wood and metal, and school gardening.

Such work as printing, agriculture, and broom-making may be included with equal propriety; for these require equal application of mind. Organized school work thus divides itself nicely into three general phases,—the spiritual, the mental, and the manumental,—each having its own distinctive field, yet each blending subtly into the other. The third phase easily subdivides into manual training and industrial training. The term manumental introduces us very fittingly to the first stepping-stone to success in the work which it represents:—

* 5. *To discern that the purpose of introducing manumental activities into the school plan is to make them both educative and economic, but chiefly educative.* In the main, the educative may and must include the economic, for who would train young people to incur monetary losses skilfully? Manumental work must not only be done skilfully and scientifically in the process, but must be made to yield a product which is usable or marketable. It takes skill and some knowledge of science to make a soap-bubble, but the beauty of it is momentary, and its utility nil. Manual and industrial labor must be made to pay in material results in every case possible. If started and developed with sound business and pedagogical sense, it can be made thus to pay nine times out of ten. We have schools that have demonstrated the successful blending of the educative and the economic elements in manumental training; I hope to speak in particular about their work later.

Yet it can not reasonably be said that merely because some kind of labor does not pay financially it should therefore be discontinued. Every merchant and business firm handles some class of goods that yields no profit, and sometimes even loss; but they do it for the benefit of the trade. We should never lose sight of the fact that our chief excuse for connecting manumental work with a *school* is for the benefit of the student—for its educative value. Its success from this standpoint requires a liberal and continual application of mind. The time is past when John can shuffle along through the corn-field behind old Dobbin, whistling a popular love tune, if he wants to be among the corn-prize winners who go up to Washington in a palace Pullman to see the President, as two hundred young Buckeyes did the other day. If he has in prospect the possibility of becoming a soul-winner, so much the more must he bring into play in such work the elements of mind which contribute most to solidity of character and to working efficiency. The pit we fall into in attempting this kind of work is—

5a. *To mistake its by-products of physical benefit and of economic returns for the main motive of making it educative.* If you lay too much stress on its being healthful exercise, you may get the results I once witnessed on a visit to one of our largest schools: Three young men, a horse, and a spring wagon out in the orchard to gather new-mown hay; one boy sitting on the seat holding the lines; one in the box slinging hay upon the driver and the driver beating him off; the third on the

ground leaning on his fork handle laughing at the other two — all recreating physically at a good rate, for is not the health most benefited by *pleasurable* exercise?

If you overemphasize the economic returns, the student (backed by his parent) says he can raise potatoes and wash dishes at home, and do it as well as you do at school.

But if you, as a competent teacher, assign any one of these same students a lettuce bed, for example, and take him through the entire process from the preparation of the soil to the marketing of the lettuce, opening up to him along the way the wonders of plant life in all its phases, then in certain class or chapel exercises show him the marvelous counterpart in the life of the human plant,— physical, mental, spiritual,— you not only open to him a new world of thought, intensely fascinating and fruitful in itself, but you put into his hands a wealth of illustrative material for inspirational teaching of truth, which is like in kind to that used so freely by the Master. In the process, you have given him the general discipline of planning and doing his work in an orderly, thorough way, of applying both mind and hands diligently to the task for the hour, of learning to sow and watch over and cultivate with patience while waiting for the harvest, of seeking to make each new attempt more successful than the previous one; while incidentally you have taught him the dietetic and medicinal value of the plant, a slight sketch of its history, and shown him that if he delivers his product crisp and juicy and neatly tied, within an hour before the patron's meal-time, he can soon work up a regular sale at twice the price of the bruised, wilted, unsightly article at the corner grocery. More than all these, and equally essential, you have convinced both student and parent that your school is not merely dawdling, sentimentally, perhaps, with manumetal work, but it is really giving something worth paying for and worthy the time spent upon it.

In order to get such results, one other stepping-stone must be laid down, especially for the upper grades: —

6. *To attempt only such kinds of manumetal work as you have competent teachers and essential facilities to conduct.* Nothing can be truly educative that is not *well* done, and the doing of a few ordinary things in an extraordinary way is worth much more than the doing of many things superficially. And one other dangerous pitfall is to be avoided: —

6a. *To represent in your calendar, for competitive or any other reason, that you are doing more in this line than you are capable of making worthy the epithet EDUCATIVE.* You can not afford to trifle with the confidence of your constituency.

H.



EDITORIAL



Departmental Sections

AS a matter of policy, the organization of departmental sections three years ago was a commendable step in advance. As to the efficiency of these sections, we can not say as much as we had hoped, chiefly, perhaps, because some of them have been inoperative. That sufficient has been accomplished to make the move worth while there can be no question. If we could point to nothing else than the syllabi for results, we should feel justified for the effort it has cost. But other work of value has been done by some of the sections, and more will be done in time.

The plan of working by sections is similar to that of the National Education Association, which, however, uses the term department instead of section, since it is an independent organization. These various departments meet sometime during the winter, preparatory to the general session held annually in the summer. While our sections can not meet in this way, at least as a whole, much effective work can be done by correspondence. The approach of General Conference, with its accompanying educational convention, should move our section secretaries to some definite, vigorous action of a preliminary nature, as it is planned for the sections to meet daily, or at least every other day. Each secretary is expected to lay out the work for his own section. It is in these section meetings that some of the most valuable work of the convention will be done, but the amount of good accomplished will depend directly on the thoroughness of preparation beforehand. The general sessions of the convention will be restricted to one hour a day, so that all the more depends upon effective work in the sections. H.

The Syllabi

AFTER our educational convention at Berrien Springs in 1910, some very earnest work was done by the departmental sections in the preparation of syllabi for academic and collegiate work. As this was our first attempt at a task of this kind, it was thought best to put these out first in tentative form for test in the schoolroom. Accordingly, the General Department had them neatly printed, at considerable expense, in large sheet form, with a wide margin for critical and suggestive notes. These were placed in the hands of teachers, with the request that before the time of our next general convention, they return them to the section secretaries, with suggestions for improvement written in the margin provided for them. In order that the secretaries may have time to bring these results together for consideration at the time of the General Conference, these syllabi should be sent in not later than April 1. H.

Correlation of School and Home

WE can no longer think of the home and the school as independent units of society, if we ever have done so. Their true relation is rather that of the two hands, both ministering to the welfare of the being they serve. One hand never opposes nor intentionally injures the other, but the right protects and supports the left, and the left supports and protects the right. Both lay hold of the same task at the same time, both lift the same burdens, both work to the same end perfectly.

No less mutual and intimate are the interests of the school and the home, and no less cooperative should be their activities. Although in their development the school is an afterthought, a complement to the incomplete work of the home, yet it takes both to make a good team, even if the school is in a certain sense the "off horse." One thing is certain, that if either insists on going its own way regardless of the other, both will turn out a one-horse affair.

The secular school is setting us so worthy an example in affiliating with the home and serving certain of its needs, that shame be to the Christian school if it does not do at least as much, in its own proper sphere. While the Christian and the secular schools are not traveling toward the same destination, they use some of the road in common. We have our school credentials for learning to till the soil, for instructing in domestic science, and for teaching the many other duties and vocations of every-day life. The season of the year keeps pressing upon us a sense of delinquency in these things. Stevenson wrote, "We are living in an age when people prefer a definition to any quantity of fruit." Possibly this explains in part our reluctance to lay hold of work outside of the text-book and the formal recitation. One thing we may depend upon, that where there is no will there is no way. But if there is a keen sense of the value of manumetal training, not only in gaining skill and intelligence in doing certain practical things well, but in its wholesome reaction upon the routine work of the schoolroom and upon the character of the pupil, surely a way can be found.

In the State of Oregon, according to the United States Bureau of Education, much is being done to bring school and home close together by giving school credit for industrial work at home.

These are a few of the duties for which the teacher at Spring Valley, Oregon, allows credit in connection with regular school work: building fires; milking a cow; cleaning the barn; splitting and carrying in wood; turning cream-separator; cleaning house; gathering eggs; feeding farm animals; churning butter; preparing breakfast; sweeping and scrubbing floors; dusting furniture; making beds; sewing, washing, and ironing the child's own clothes; bathing; arriving at school with clean hands and face and with hair combed; practising music lesson; going to bed by nine o'clock every night; bathing and dressing the baby; sleeping with window boards in bedroom.

The work is definitely measured and allowed for. The child desiring credit for home tasks brings to school a slip signed by the parent

testifying to what has been done; ten per cent is added to the final examination results of all pupils (except eighth graders) who enter and continue in the voluntary contest to see which can obtain the most.

The work begun in this school has spread to others, under the leadership of the county superintendents.

Observers of the work that is done in Oregon agree that the effect on both school and home has been unflinching good. The children take more pride in their homes; give eager assistance in the household to their frequently overworked mothers; live cleaner, healthier lives than before; yet they by no means neglect their school work in their awakened zeal for home interests. Indeed, the evidence seems to be that the habits of industry and cleanliness thus encouraged in respect to duties in the home are not only reflected in the pride they take in sanitary school surroundings, but also in increased ability in studies, greater willingness to do the lessons, and a higher degree of accuracy in all the activities of both home and school.

The county "industrial education exhibit" recently held at Goshen, Ind., where products such as these¹ are shown, represents a school and home movement that is going on vigorously in many parts of the United States. It typifies the awakened interest in industrial training that has come to supplement, not supplant, the traditional work of the public schools. It means closer connection than ever before between school and life. The business men of this Indiana county showed their interest in the school industrial exhibit by furnishing prizes for the best products in each class.

The Massachusetts home-project work in agriculture is one of the most successful attempts to correlate school and home. By this plan the pupil is required to do home farm work as part of the school program, and a portion of this work is done during school hours.

An interesting plan is reported from Oconto County, Wisconsin. The superintendent in that county offers 20 per cent credit in geography on the eighth-grade examinations for a scale map showing the location of factories, churches, schools, and farms; 10 per cent in hygiene for keeping the teeth clean, 30 per cent in agriculture for selecting, drying, and testing the seed-corn for the farm, and for keeping a Babcock test record of at least four cows for one month; and some credit in language for letters written at home.

Sac County, Iowa, allows credit for regular home duties, such as feeding the chickens, sweeping the floor, splitting kindlings.

Three Missouri counties show their faith in human nature by asking the parent to mark on the official report card the child's "standing" in manual or industrial work done at home: sweeping, dusting, dish-washing, baking, "setting" the fireless cooker, feeding stock, milking, "dragging the road," etc.

The whole purpose is to vitalize the interest of both parent and child by showing the intimate connection between education and the daily life of the individual.

In the Philippine Islands, the government schools teach gardening by assigning to each pupil a garden plot 1 x 4 meters at the school and four such plots at his home. This work is regularly inspected and its

¹ The exhibit of one school was as follows: "One cake, loaf of bread, fancy pillow, fancy apron, hem-stitched handkerchief, three ears yellow corn, three ears popcorn, quart of new wheat, largest and best head of cabbage."

quality recorded as in any other school work. United States Commissioner Claxton said recently that he should rather have one teacher carrying on such work as this among the Negroes in the South than to have three doing ordinary school work without it, especially if that teacher would follow it up during summer vacation; that it would do more to solve the race problem than all the statutes ever passed.

Our boarding-schools have much advantage, and are the more responsible for using it, in correlating the work of home and school, since their dormitory plan brings the home to the school to a considerable degree; yet even here the original homes should not be lost sight of. The local schools have about the same situation as do the public schools. Here teachers encounter the difficulty in school gardening that school closes before crops are matured. On this point experience has shown that it is not difficult to find pupils who will gladly follow up the work during the summer, if their interest has been thoroughly aroused and proper instruction given. While the school garden should not be neglected, as affording the most direct means of instruction and exemplification, this plan of home correlation is exceedingly suggestive. Incidentally it affords a way out of the season difficulty, and is one valuable means of establishing that intimate connection between the school and daily life which can not be neglected without serious loss. H.



The Reading Course



*Part I: Book, "Special Methods in Reading"*¹

CHAPTER XI

Literary Materials

1. UNDER section 2, what high tribute is paid to the patriarchal stories of the Old Testament?
2. What preparation for United States history may be presented in grades 4 and 5, and with what correlated literary material?
3. What biographical study is suggested for grades 6-8?
4. What pictures of American life are valuable? and why?
5. What valuable aid to nature study does poetry afford?
6. How may the spirit of true patriotism be cultivated by literature?
7. What six writers does Scudder regard as typical American poets? What comparative value in the nation does he give them?
8. In his judgment, what part have the old in furnishing ideals for the young?
9. Through what art does he think the nationality of a country or people finds its main expression?
10. What is Scudder's estimate of American authors for Americans?
11. In schools where the Bible is not admissible, by what means may the spiritual nature of the child be touched? Note 13.
12. How do the higher products of literature quicken spiritual life?
13. Show that our standard writers were not simply Americans, and of what value the European element is in their work.
14. How have the characteristics of the New World molded their productions?

¹ By C. A. McMurry. Published by The Macmillan Company; price, \$1.25.

CHAPTER XII

Class-Room Method (to page 251)

PREPARATION.—1. What other than a mere intellectual preparation should the teacher make?

2. How does this lighten his task?

ASSIGNMENT OF LESSON.—1. What is the chief aim in the assignment, and how is it attained?

2. What is the second aim, and what its relation to the first?

3. To what extent should the assignment be suggestive, and to what extent definite?

4. What mistake is often made in the effort to induce self-activity?

5. What caution is given regarding hasty assignments?

6. How may reference work, pictures, and maps contribute to the interest of the class?

Note

13. "When the churches first founded the common schools in this country and in Europe, the Bible was made the basis of religious and moral training, and definite means were thus supplied for reaching the result. This is still true of many European schools. But now that our schools have been completely secularized, and the Bible banished as a text-book, we have in our school course no material of pronounced ethical content whose avowed purpose is moral culture. . . . The great central studies of the school course, such as reading, literature, and history, are filled to overflowing with material of the best quality upon which the moral judgments and sympathies may be directly cultivated. These forms of biography and history and literature which are coming to be most used in the schools, are especially fruitful in these personal, concrete forms of life which reveal simple moral ideas in a striking form."—*McMurry's "General Method,"* pages 7, 10, 11.

This note shows the limitations of the public school. While the material recommended is valuable, we have access to the *best, in the Bible.*

Part II: Book, "Mistakes in Teaching"

Nos. XXII and XXIII. Penmanship

1. Give a brief account of the conversation at a meeting of the sewing society which caused the question of penmanship to be discussed at the next teachers' meeting.

2. Briefly describe Miss Preston's method of teaching beginners to write. Speak of age, and materials used.

3. Outline a model lesson as given in the first part of No. XXIII.

4. What was used instead of copy-books?

5. What helpful suggestions were given for more advanced classes?

No. XXIV. Overwork in School

1. What criticisms were made of overcrowded curriculums?

2. What plan was offered as a means of relief to overworked students? to overworked teachers?

3. What objections do you see to too much freedom in selecting studies in the high-school grades?

No. XXV. Spelling

1. For what purpose did Miss Preston use oral spelling?

2. How did she conduct the written spelling lessons?

3. How may spelling be taught in connection with other studies?

4. What other plans for teaching variety in the teaching of spelling were offered by Miss Preston and others?

¹ By Miss Preston's Assistant. Published by Hinds, Noble & Eldredge, New York; price, \$1.

OUR ROUND TABLE

The Teaching of Shorthand

BY B. P. FOOTE

THE most important qualifications of a good stenographer are accuracy, endurance, and speed. As "accuracy in the beginning is speed in the end," and as endurance generally comes with speed, it is evident that accuracy is the first and most important consideration. The beginner should be given to understand at the very start that if shorthand is worth learning at all, it is worth learning well, and that nothing but accurate work will be accepted. In order to be sure that accurate work is being done, it is necessary, especially during the first few weeks, for the teacher to read and correct a considerable amount of the work of each student at least two or three times a week, and to require that every corrected outline be rewritten correctly a great many times.

Another point that needs very careful attention during the first few weeks is the position and movement of the hand. This is important from the standpoint of all three of the qualifications mentioned above, — accuracy, endurance, and speed. It is not best to lay down a complete set of hard-and-fast rules on this point, as no two persons have the same-shaped hands; but there are a number of general principles that must be followed in order to write correctly, easily, and rapidly. Some of these are as follows: First, neither the wrist nor the side of the hand should be allowed to touch the paper, the only points of contact being the pen point, the third and fourth finger-nails, and the fleshy part of the arm just below the elbow. Second, the pen should be held very lightly, and kept close to the paper. Third, a light, elastic, well-controlled touch should be developed just as soon as possible, for no other will meet the demands of accurate, rapid work; and, as is well known, the best time to form right habits is before wrong ones have been learned, a truth which can not be too strongly emphasized.

The materials used should be the very best all through the course. I would recommend purple or violet ink, very flexible pens, and end-opening note-books made from excellent paper. Such ink is best for the eyes, flexible pens demand the use of a light touch, and end-opening note-books are easiest to handle. Students should not be permitted to use a pencil much until the last few weeks of the course, and then only for the purpose of being prepared for emergencies when it is impossible to use a pen. A hard copying pencil is thought by many to be the best for this kind of work, as it writes smoothly, and holds a point longer than any other variety.

One good way in which to develop accuracy in reading, and also to

vary the monotony of the recitation, is to have one student read until he makes a mistake, the one who first notices the mistake reading on until he makes a mistake, and so on. This plan should be used with discretion, however, as the best students generally get the most practise.

Another interesting and helpful variation of the reading exercises in the early part of the course, is to require the students to spell the words instead of pronouncing them. This is an excellent and often much-needed drill in spelling, and helps a great deal in the preparation of the student for transcribing his notes.

It is also a good plan once in a while to see how long the students can write with one dip of the pen. This aids them in securing the light touch which is so important, and at the same time furnishes a little variation from the usual routine.

Speed should not be attempted to any extent until all the basic principles have been thoroughly fixed in mind by constant reviewing and abundant practise on the exercises illustrating the principles. However, a good foundation for speed may be laid all through the course by practising the exercises until all hesitation has been eliminated, for hesitation is the greatest enemy of speed. The hand does not need to travel rapidly to write one hundred words a minute, but it does need to travel without much hesitation.

As is well known, one of the very best methods of working up speed is by repetition practise. The matter used for this kind of practise should, as far as possible, be something especially worth remembering; for when anything has been rewritten from twenty-five to one hundred times, it is pretty thoroughly memorized.

The last few weeks should be devoted almost entirely to new matter of a rather more difficult nature than the student is likely to encounter in actual work, most of which should be transcribed, and the rest read back in class. All transcripts should be examined carefully by the teacher; and the mistakes criticized as severely as they would be in an office.

If the prospective graduates can not be given actual work in an office, they should be given at least a short course of training just as near like it as possible.

If a student loses interest in such a subject as shorthand, it is generally because of one of two reasons,—either he was not “cut out” for a stenographer, or else there is something lacking in the teacher. At its best, there is a tremendous amount of drudgery connected with the learning of shorthand; and if the teacher loses his interest and enthusiasm, the students are very liable to lose theirs. It is a wonderful source of encouragement and inspiration to the students if they can once in a while see the evidence that their teacher has been “through the mill” and knows whereof he speaks, or, in other words, that he is able to “practise what he preaches.”

Every shorthand teacher should be a regular subscriber to one or two good shorthand magazines, and should possess (and carefully read)

the following inexpensive books: "The Mastery of Shorthand," by David Wolfe Brown, and "The Teaching of Shorthand," by G. A. Clark, thirty-five and twenty-five cents, respectively, both published by the Phonographic Institute Company, Cincinnati, Ohio; and "The Factors of Shorthand Speed," by David Wolfe Brown, seventy-five cents, published by the Gregg Publishing Company, Chicago, Ill. It would be well for every student of shorthand to possess a copy of "The Mastery of Shorthand."

WHAT AILS OUR GRAMMAR TEACHING?

DEAR EDITOR: For four years I have been surprised at the almost nothing of English grammar which students know who present themselves for entrance to the Latin class. Either I must drag them crippled through the required work, or I must fall short of this in order to have enough time to drill on the mere rudiments of English. What can be done?

M. S.

This two-horned situation reminds us of the old-fashioned definition of a dilemma as being made of two members "whereof whichsoever thou grantest thou art by and by taken." There is a little horn which we believe can pluck up both these two by the roots,—*the more rational teaching of grammar*; this, too, in both English and Latin. Some temporary relief may be found in more careful classification of students. The temptation to allow students to "pass" one subject or grade and take up work beyond their capabilities, is one which is ever present to the unwise teacher. In addition to positive injustice to students, the worst of it for the teacher is that he must suffer for the sins of his predecessor. To-day's mail brought this word from a correspondent:—

As my class has not had sufficient foundation work for an eighth grade, I find it absolutely necessary to devote much extra time and energy to bring them up to grade.

It is not just to impose such burdens upon any teacher; yet where is the true teacher who, when he finds such a situation, will spare himself to remedy it? When shall we be delivered from the wreckage of superficial teaching?—Not till our conception of what it means to qualify for efficiency has a new baptism.

Our first correspondent says further:—

Last year, out of a ninth-grade English class of twenty-three, only six finished. The others had to drop back into the eighth grade, and, to have been just to some, they should have been put in the sixth grade. They were able to do ninth-grade work in everything else; and now when they wish to be graduated from the tenth grade, they lack in English. Every fall it has been the same story; the ninth must fall back to the eighth; the eighth to the seventh; and a special class must be formed for the seventh to do about sixth-grade work. Surely there is a crying need for thorough work somewhere. I suppose that most of the blame for this goes to the church-school teachers, and yet some

part must rest farther back than that, on the teachers of the normal departments and the summer schools.

There is doubtless some room for blame all along the line; but without wishing to blame any one, we desire to reaffirm what we said at the outset, that the little horn of strength which can pluck up by the roots these foundation difficulties in English, is the more rational teaching of what we call grammar. If in both Latin and English we could divorce our minds from the idea that grammar must be given the student with the big end of the wedge first, it would much more easily penetrate the understanding. We feel extreme sympathy for the boys and girls who must be put through such a grind in English, with such results, as is described by our correspondent; this especially since language is the one thing which every boy and girl, from babyhood up, knows more about from experience than any other school subject. We can not be made to believe that the fault lies with the boys and girls to any great degree. Grammar is not a difficult subject to learn or to teach if it can be rescued from the thralldom of the schoolmen and the book-makers. Nor is it dry or senseless, but one of the most enjoyable in the curriculum when sensibly taught.

To set boys and girls, bounding with life and pulsating with interest in the wide-awake world about them, to drudging over the forms of words (English or Latin) abstracted from their natural setting in the sentence, is to make it indeed an irksome task, and to risk failure from the beginning. The teaching of grammar should not be entrusted to any teacher whose own horizon has not been extended *much* beyond the lids of some text-book labeled "Complete Grammar," and whose experience has not delivered him from the slough of verbal despond in floundering about among paradigms and rules and terms as arbitrary things isolated from the mechanism of language fitly framed together like apples of gold in pictures of silver.

The real essentials of grammar for the eighth-grade student are comparatively few. If these are taught with continual appeal to the pupil's experience in the use of language, with daily observation of their application in the writing and speech of the cultured, with liberal practise in sentence construction on simple topics within range of the pupil's experience, and especially if limited chiefly to the pupil's present necessities, deferring to the college course technical forms and usages he will not need once a year, there is hope for better things. Add to this the moral duty of the teacher in every other subject to see that pupils apply what they know of good English, and the hope grows still brighter.

We can not pursue this theme further here, but refer the reader for a fuller, more concrete discussion of grammatical remedies to Vol. II, Nos. 3, 4, and 5, of this journal. What is said here about English grammar applies largely, in principle, to Latin and Greek grammar.



THE NORMAL



Sanitation in the School

BY G. H. HEALD, M. D.

THE previous article considered dust, drinking-cups, towels, toilets, and spitting,— means by which disease may be transmitted from one pupil to another. This paper will consider another important medium of disease transmission, that is, the air of the schoolroom; and this brings us to the topic of —

VENTILATION.— It is presupposed, of course, that every effort has been made by carefully sweeping and mopping the floors and wiping the furniture to reduce dust to a minimum. If this end can not be accomplished otherwise, some dust-holding preparation should be used on the floor; for whether we realize it or not, dust is dangerous, and it is the duty of the teacher to use every means possible to minimize this danger.

But air may be the means of disease transmission even in the absence of visible dust. It is now known that a large proportion of the germs of disease, or at least some of the most dangerous diseases, such as diphtheria, scarlet fever, pneumonia, consumption, and influenza, as well as the conditions known by the terms "sore throat" and "colds," may be and are given off in the nasal or mouth secretions. In coughing, laughing, or perhaps in speaking, microscopic droplets may be dislodged from the mouth and float about for some time in the air of the room, to be breathed in perhaps by some other person. If the droplet happens to contain virulent disease germs, there is a chance of infection. It stands to reason that the oftener the air is renewed, the freer it is from such contamination.

While the question is being fought out as to just how much oxygen is necessary for health, and how much carbon dioxid is permissible, we can be guided by a few significant facts. For instance, pneumonia patients and tuberculosis patients, such as under the old forms of treatment within closed walls died, now in the open air recover. In nearly every disease the progress is more favorable if the patient has an abundance of fresh air.

Recently it has been the practise in cities in this country and Europe to place feeble, anemic children in open-air rooms, that is, rooms having the windows entirely open, or else have the children practically outdoors even in the dead of winter. The children in these schools have been making so much more rapid progress physically and mentally than normal pupils in the old closed rooms that cities which began cautiously with one open-air room are gradually turning other rooms or whole schools into open-air classes. At first parents were afraid to trust

their children to these open-air classes. Now that it has been demonstrated that under the open-air régime the weakly pupils come back to sturdy health, many parents are asking to have their healthy children placed under the same conditions.

We need not seek the why. The fact is that abundant fresh air is the prime requisite for the growing child — not what may leak through a crack at the bottom or top of one or two windows, but abundant ventilation, even in the dead of winter. The children should, of course, be carefully protected by adequate clothing; and if they are not given sufficient food in the home (as is often the case), such food should be furnished in the school. This is especially important with poorly nourished children. Wherever the method of open-air sessions, with adequate nourishment, has been tried, the experimenters have been enthusiastic in its praise.

At any rate, every schoolroom should be thoroughly ventilated, with windows on at least two sides of the room; and during the recesses it is good practise to throw the windows wide open for a few minutes, so as to give a complete renewal of air.

In order to prevent danger from drafts, those windows that are to be open at the bottom may have boards nailed or screwed on the window-frame inside in such a manner as to deflect the current of air upward.

The principal objectors to ventilation are usually not the pupils, but the anemic teachers who take little exercise. It is not a bad plan for the teacher himself to get out during recess and enter heartily into games with the pupils. It has a good moral effect on the pupils, and a good physical effect upon the teacher.



(See next page)



Lessons in Drawing

BY DELPIHA S. MILLER

MARCH is supposed to make his entrance each year somewhat after the manner of the king of beasts. At the end of thirty-one days he is expected to deport himself in a vastly different manner. The illustration of this old saying affords opportunity for the expression of action and character, and is, for this reason, of value.

There are so many things to draw in March. The pinwheels will put us in mind of the windmills whirling around. The wind has so much to do. He tosses the trees, dries the clothes, sends hats a-flying, turns our pinwheels, of course, and best of all, flies the kites, and—

“ — then I go far out at sea,
Where many boats still wait for me.
And when the evening sky is red,
I take the fishermen home to bed.”

We see the ships upon the sea, the little home by the seaside, and, to guide the ships in the darkness, the welcome light-house.

Use any preferred medium, or try the effect of each picture in crayola, water-color, and paper cuttings. The blackboard will do for some of the drawings.

NOTE.—The pictures shown in this number were made by primary children in the church-school at Pacific Union College. Those in the January magazine were drawn by children in the primary room of the training-school in College Place, Wash.





Perhaps the snow may linger a little where you are. It may be gone to-morrow. Let us run out and play one last game in the snow. Do you know how to play the game? Some of my little people seemed to know, and here they are. Mary preferred to roll one more snowball and play with the snow man.

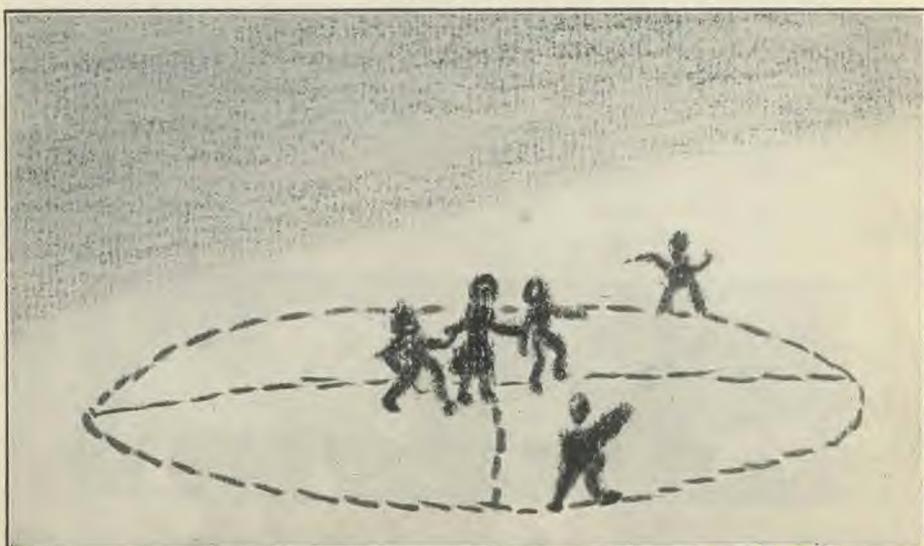
THE OCCUPATION PERIOD

TWENTY-FIFTH WEEK.—1. Fold a square of tinted paper to form a picture-frame.

Place inside the little frame a Perry or Brown miniature of the resurrection.

2. Copy memory verse. Mark 16: 15. 3. Copy memory verse. Acts 1: 11.

4. Copy memory verses, either singly, with references, or in a group. Ps. 24: 7-10.



5. Illustrate the memory verses with appropriate pictures or paper cuttings.
- TWENTY-SIXTH WEEK.**—1. Write memory verse. Acts 3: 6.
 2. Copy memory verse. Acts 5: 29.
 3. Illustrate Acts 3: 6 with cutting from Card No. 27.
 4. Copy memory verse. Acts 27: 25.
 5. Illustrate with cutting from Card No. 28.
- TWENTY-SEVENTH WEEK.**—1. Copy memory verse. Dan. 7: 25.
 2, 3, 4. Copy memory verses. Rev. 14: 6-12.
 5. Illustrate with paper cuttings of three angels.
- TWENTY-EIGHTH WEEK.**—1. Fold small booklet. Write in this a short story of one of the Reformers.
 2. Copy Rev. 1: 7.
 3. Copy Isa. 25: 9.
 4. Copy Matt. 24: 34.
 5. Illustrate Isa. 25: 9, Card No. 29.

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

SECOND TERM

Lesson 24 — Life of Josiah

MEMORY VERSE: Eccl. 12: 1

AIM.—To lead the children to have a deeper love for the Word of God, and to remember their Creator in the days of their youth.

INTRODUCTION.—Talk about rulers, and question about those whose lives they have studied.

LESSON.—Tell of the boy-king, Josiah; how he sought after God by putting away wrong and trying to build up the good; how he repaired God's house. Make vivid the provision for repairing, the part the children doubtless acted in this. (Make application.) Every one did something. Note the part he acted when the book of the law was found; how he sent to the prophetess to know what to do. Make application to our times. Picture the great meeting, and how the people turned to God; mention their joy because they were doing right.

CONCLUSION.—By questions find out the attitude of the children toward the Word of God. Make it plain that there is no other book like it. If it is studied and obeyed, it will become precious. It is God's letter to us, showing the way to eternal life. Try to impress the thought that youth is the time to learn to walk in this way, as Josiah did. References: 2 Kings 22, 23; 2 Chronicles 34; 35: 1-18.

Lesson 25 — Life of Esther

MEMORY VERSE: Ex. 20: 12

AIM.—To teach courage and bravery — willingness to risk even one's life to save others, and to falter not in doing right.

INTRODUCTION.—Tell some story to illustrate bravery, and ask for names of brave men and boys about whom the children have studied. The lesson to-day is about a brave woman.

LESSON.—Tell of her home away off in Babylon, far from Jerusalem; how she lived with her uncle; her obedience to him; how the king chose her to be his queen. Tell of the trouble brought upon the Jews by the wicked Haman, and how Esther risked her life to save her people. Show why this was hard. This king had always been kind to the Jews, but Haman deceived him. Make plain what deceive means, and make application. In telling of the victory, omit the details of cruelty. Haman suffered what he planned for his enemy. Note how they all sought God in their trouble.

CONCLUSION.—Boys and girls have opportunities to be brave and to do good. What made Esther so brave?—She knew that she was doing right. It was God who helped her. "Esther was beautiful, but had she not been brave and good, we never should have heard of her." Ask questions that will bring out the courage and bravery and reveal their source.

Lesson 26 — The Boy Daniel

AIM.— To increase the confidence of the children in Christian education; to lead them to be true to God: in youth is the time to become strong for the right.

INTRODUCTION.— Talk about captives, and tell how the king of Babylon came to Jerusalem, broke down the walls, and carried many of the people captive.

LESSON.— Sketch map, and trace the long journey. Make real by talking of the children and how they felt when leaving their homes. Name the four, and talk of Daniel's early education. Make an imaginary trip to visit Daniel's childhood home, note the food, attend family worship, and visit his school (home-school, undoubtedly). Note the parchment scroll of the prophets. He understood the history of the children of Israel, and was taught to avoid the mistakes they made. He had been taught the prophecy of Isa. 39: 6, 7, and he purposed if he were among the captives, to be true to the God of Israel. He was taught science, and knew the effect of strong drink and rich food upon the body. Water was his drink. He was skilful in wisdom, and knew how to do things.

CONCLUSION.— Sketch a crooked tree or call attention to one. Make application to training in youth. We must become strong to resist the evil of these last days. What book contains the instruction for such training? Where can this training be given? We do not know where we are to be, so now is the time to obtain knowledge to fit us for any place God may put us.

Lesson 26 (Developed)

Have any of you ever taken a journey to make a visit? You always have a good time, but were you not glad to get back home? You each have a place that you call home. Close your eyes for one moment, and think about some friend who has gone far away to another place to live. He went because it was a better place, or to do work there. But think what it would be if some strong men were to come and burn your house, and all the nice things you have,— your dollies, your playthings, your pictures,— and then take you away to a strange country, where the language was strange so you could not understand one word, and you did not know what was going to happen to you.

Do you recall the name of the boy that was sold and taken off to just such a place? Yes, it was Joseph; and what did he decide always to be? What do we call any one who is taken away like that? Yes, we call him a captive. You remember how, when the Israelites did not obey God, he let them become captives. Do you remember what good King Josiah did, so trouble did not come to his people while he lived? Yes, he called on the people to turn to God, and they had a great meeting, where he read God's Word, the book of the law, to them, and they promised to obey God. But after he died, the king, Zedekiah, did not try to please God, and he and the people would not listen to God. The prophet Jeremiah came to them and told them what would happen, but they treated him cruelly, and went on doing as they pleased. This was a dreadful thing to do. Think of saying to God, "We won't mind you."

Well, the trouble that was told them would come, did come. They had enemies that lived in a country far away, down in Babylon, and their king took soldiers and came up to Jerusalem, broke down the wall (show picture of walled city), and burned many of the houses. Then they took all the best of the people back to their home. (Sketch map and trace journey.) Among this company were found Daniel, Haniah, Mishael, and Azariah. Do you think you can remember these names? Well, you can remember Daniel, and he is the one about whom we wish to study. Now just try to think that you were some of the children in that company who were taken captive. Of course, there were little boys and girls among them, who loved their homes as well as you do. Just think how you would feel to leave your home and go, you would not know where, nor know how you were going to be treated.

What did Joseph decide to be when he was taken captive? Yes, he decided to be true to God. To-day we want to study about Daniel, and make a visit to his home before he was taken captive. Where did he live before he was taken captive?

The other day I heard some children playing "traveling;" they called out the stations, "Grand Rapids," and other places. They were having a nice journey, by just thinking. We shall try to think that we are traveling to Jerusalem, and when we get there we shall think we are visiting Daniel's boyhood home. We shall take the train for New York, and there we shall transfer to the great ocean steamer. Now just close your eyes, and think we are landed away across the ocean. We are still a

long distance from Jerusalem, and we must hurry, so we shall close our eyes a moment, then think we have reached the home of Daniel. It is in the afternoon, and we find Daniel in the garden, busy pulling weeds. Not wishing to disturb him, we shall be unseen visitors. Then, too, we shall see him as he really is, for most children have company manners, you know. His mother is busy preparing the evening meal, while his father is about his work. Every one seems to have something to do. When the meal is ready, Daniel is called. He washes his face and hands, and carefully combs his hair. They are all gathered around the table, and when thanks are returned they enjoy a cheerful but simple meal of grains and fruit.

The evening is spent in study, and before retiring, the scroll of the prophets is read, a psalm is chanted, and they bow in prayer to God. Little Daniel's voice is heard thanking God for his care through the day, and asking him to make him brave and true. The next morning after breakfast and worship are over, and the morning work is done, Daniel begins his studies. His first lesson is about the plants from among which he had pulled the weeds. He is shown why the weeds must be destroyed, and why the soil must be cultivated. He is taught that he must not let bad thoughts stay in his heart-garden, and that he must cultivate the good plants, or thoughts. Next the parchment scroll (draw one) is taken out, and he is taught the story of Nadab and Abihu, that strong drink is always harmful to the mind so that one can not do right and be true to God. He had learned that sometime God's people would be taken into captivity (Isa. 39: 6, 7), and he fully makes up his mind that if he is among them, he will always be true to God.

We note that he had been taught all about the children of Israel, how they crossed the Red Sea, traveled in the wilderness, received the law, and entered Canaan, and that all the children were to be taught the law. Deut. 6: 3-9.

Did you notice how carefully his mother pointed out where Nadab and Abihu failed, and urged Daniel never to touch the wine? and how this gave her the opportunity to teach that what we eat and drink affects the body and the mind? That is why rich food was not found on their table. She hoped that some day her boy might be a servant for God, and she wanted him to have a strong body, which would give him a strong mind with which to serve God. He was taught that if he feared God and tried always to obey him, he would have wisdom.

When his mother went about getting dinner, after the lessons were taught, we notice how cheerfully he answered the calls for any little assistance he could give.

Now we shall close our eyes a moment and return to our schoolroom.

You have noticed that crooked tree in the school yard. Well, John, when do you think that tree became crooked? Yes, it must have been bent when it was little. Daniel's mother knew that if her boy grew to be a strong man, he must be a strong boy, so she taught him to drink pure water and to eat good food.

We are living in the last days, and wickedness is all about us; we must be strong and have wisdom to resist evil. Shall we not study the Bible as Daniel did, so we may learn how to be true to God? Where only can we be taught the Bible in school every day? Is it not necessary to study the Bible while we are young? Do we know what work God has for us to do? Our duty is to live for him every day, so that when he calls us to work, we shall be ready.

(Concluded on page 232)

Outline in Geography

BY GRACE O'NEIL ROBINSON

III. ASIATIC DIVISION.

1. *China Union Mission*: China. (Study pages 144, 145.)
2. *Japan Mission*: Japan. (Study page 146.)
3. *Korean Mission*: Korea. (Study page 146.)
4. *Java Mission*: Java. (Study page 149.)
5. *Sumatra Mission*: Sumatra. (Study page 149.)
6. *Singapore Mission*: Straits Settlements. (Study page 144.)
7. *Philippines Mission*: Philippine Islands. (Study pages 94, 95.)
8. *Malay Missions*: East India Islands. (Study page 149.)
9. *Unentered territory*: Afghanistan, Baluchistan, Siam, French Indo-China. (Study pages 148, 149, 144.)

HOME EDUCATION

EDITOR'S NOTE

This department is conducted by Mrs. C. C. Lewis, of St. Helena, Cal., who is the author of all unsigned articles. Parents are invited to send in to Mrs. Lewis or to the editors, questions or brief accounts of experience suitable to the purpose of this department.

A Child Cry

BY NETTA M. BREAKENRIDGE

I AM a child; O, do not tie me up
To schools, and desks, and books misunderstood,
When I am yearning to run out afield,
To search the quiet of the dim, sweet wood.

And, O! sweet mother, do not set me sums,
And those stiff, staring copies of some word;
Let me count meadows full of clover blooms,
And learn the sweet, free singing of a bird.

For I have found a teacher to my mind;
She whispers sweet instruction when at rest
I stretch brown arms — bare feet in cool, deep grass
That feels the heart throb 'neath her great warm
breast.

Then when the trees, the flowers, the sky, the birds,
Have taught their true, strong lessons, I'll come in
With eager, hungry questioning, and say,
"The books, sweet mother, quick, I must begin!"
— *American Magazine.*

Every Home a School — No. 6

Helping a Child Choose His Companions

A STRONG factor in the education of a child is his associates. Even older people are affected by their environment; how much more the plastic natures of children and youth! We have often heard it said that it is not good for a child to be reared alone. It tends to make him selfish and wilful. Every child needs the companionship of other children of his own age. How can he learn to be courteous to other children if he never associates with them? How can he learn to be generous if he never has any young friends with whom to share his playthings or other treasures?

A child is often more impressed by lessons received from his playmates than by those from his parents or appointed teachers. Sometimes a parent will notice that his child is deeply interested in a matter which a companion has introduced, when he himself had failed to get his child's attention to the same subject. Seeing, then, that associates have so much influence, it behooves parents to be very watchful and to cultivate the acquaintance of the friends of their children. Parents must keep in close touch with their children and let them feel free to bring their schoolmates home with them. Thus the parents may form their acquaintance also. They will then be prepared to discourage the friendship of some and to encourage the friendship of others.

It is not only the duty of parents to see that the associates of their children are helpful to them, but it is their duty to see that their children exert a good influence upon others. Sometimes children are like different kinds of food eaten together. Either is good alone, but put them together and they make a bad combination. Too much can not be said on the danger of pernicious companions. Sometimes one feels just as a little boy once expressed it to his mama, when he told her, with a very troubled face, that he did not know whom he could have for his friends. He said nearly all the boys were either silly or rough. But God can give wisdom in this as he will in every other phase of child training.

Training the Appetite

Appetite is defined by one authority as "a desire for food." Is it possible, then, to train the desire of our children for such food as is best for them?

Is it not too true that usually no attention whatever is paid to what the children eat or when they eat, the former being determined by the power of the parents to provide such things as are agreeable to their own palates?

We have abundant evidence that children, and older people, too, enjoy the food most common in their locality. The Irish boy enjoys his potatoes and buttermilk; the Scotch laddie takes his porridge; those who live on the seashore eat all kinds of sea food. Thus we see that the appetite is a very pliable thing after all. This being true, who is responsible if children do not eat the food that is best calculated to make them strong and healthy?

Mr. Trumbull, in "Hints on Child Training," appropriately remarks on this subject:—

It is by no means an easy matter for a parent to train a child's appetite; but it is a very important matter, nevertheless. Nothing that is worth doing in this world is an easy matter; and whatever is really worth doing is worth all that its doing costs—and more. In spite of all its difficulties, the training of any child's appetite can be compassed by God's blessing. And compassed it ought to be, whatever are its difficulties. It is for the parent to decide what the child shall eat, as it is for the parent to decide what that child shall wear. The parent who

holds himself responsible for what a child shall put on, but who shirks his responsibility for what that child shall take in, would seem to have more regard for the child's appearance than for his upbuilding from within; and that could hardly be called a sign of parental wisdom or of parental love.

It Has Come to Stay

WHAT has come to stay? The church-school, of course. I was much surprised not long ago to hear of some dear people's criticizing the church-school. When the work first began, like any other new enterprise it had its weak points. The calls for schools came in so fast that it was difficult to secure properly qualified teachers. At first we had few text-books, and some we had were not well adapted to the work. Even yet we have not reached perfection in any of these respects.

But the work is onward. It is ordained of God. Through normal schools, institutes, and summer schools the superintendents are building up the teachers in their conferences, and the teachers themselves are making heroic efforts to reach a high standard of efficiency. There is every reason to be of good cheer. We now have better text-books and a good variety of them.

Now, dear parents, let us not sit down on Grumble Corner and find fault with the church-school teacher, or the superintendent, or even the church-school board. I believe if ever God had a work in this poor old world, it is Christian education. Our church-schools will be the means in the hand of God of helping save our children if we will uphold them and encourage them.

Do not be discouraged about the matter. If you happen to have an inexperienced teacher this term, help her all you can by your prayers and by your confidence and sympathy. Be sure to visit the school. This will do the children good, and will help the teacher as well. Never let one of the pupils hear you criticize the teacher. Every teacher has some strong points of character, some traits to be admired. Talk of these to the children. It is best for the children as well as for the older people.

"Look for the beautiful, look for the true; . . .

"Talk of the beautiful, talk of the true;
Tongues full of poison are whispering to you;
Answer them not with a tale-bearing word,
Only in blessing the voice should be heard."

We should guard the reputation of the teacher for the sake of the souls of our children, if for no other reason. Satan is glad to break down the influence of every Christian worker, so that the good seed he would sow in human hearts may fall on stony ground. Let us give him no opportunity to hinder our seed-sowing or spoil our harvest.

Answering Children's Questions

BY ALMA E. MC KIBBIN

(Concluded from February)

WHAT should you do, my grown folk, if you should wake up some morning in a new world, where everything was mysterious and strange, where you did not understand the why nor the how of one single thing you saw, felt, or heard; where you did not even know yourself, but had to be told who you were? You know what you would do. You know that the first sentence your tongue learned to frame in that strange language would close with an interrogation-point. And the next would be punctuated in the same way, and the next, and the next, and the next. Yes, for days, weeks, months, years, your sentences would be chiefly questions, enlivened occasionally with exclamations concerning the things you learned in answer to your eager queries.

If all your questions were answered correctly and in language you could understand, it would not be many years before you would be well-informed. You would understand the laws that govern your new world. You would be familiar with its practises, customs, and principles, and would have acquired quite a bit of the learning of your new world. But suppose your questions were not answered, or at least only in part, and you could learn what you wanted and needed to know by your own observation and investigation. Do you not think you would be in danger of making some mistake, of drawing some erroneous conclusions?

Yes, suppose that some of the questions not answered were very, very important matters. Remember that you did not know anything when you first arrived in that land, and after a while you began to wonder about the mystery of your life. Then you asked the good people with whom you lived to tell you where you came from and how you reached that strange new land. But suppose they told you that you ought not to ask such questions, not even to think about them; or perhaps they were kinder, and said: "We can not tell you about it now, but by and by when you have been here longer, we will tell you."

Suppose you were sometimes away from home, and you met some evil people (though you had had so little experience you did not know the difference between good and bad). These bad people were quite willing to answer all your questions, and to tell you much more than you had thought to ask about; but they did it in so evil a way that you really did not understand the subject at all,—you received a wrong, incorrect impression. It did not seem to you a sacred, hallowed truth, as it really is, and as the good people might have made it appear to you. Instead, impure thoughts were suggested to your mind and vile images were printed on your brain. You felt ashamed of them, though you scarcely knew why, so you did not tell the good people at home anything about what you had learned. Yes, that was your first secret, but it was not your last; for the bad thoughts led to evil habits, and the

evil habits marred your life's record. Years later you came to yourself, and then you saw, O, so clearly, what started you in that downward way! It was your unanswered questions. But the good people who refused to answer never could see why one to whom they thought they had been so true and faithful should wander so far from the paths of truth and virtue.

Should we then answer every question that a child asks?—Yes, in some way. We may not be able to give a complete answer, either from lack of knowledge on our part or from his inability fully to comprehend; but an answer he should have. Children should be taught to ask questions in a proper manner, as they must be trained in everything else they do. Sometimes children ask questions to which they know the answers. They are not asking for information, but to start a conversation. Silence is painful to children. They want some one to be talking most of the time, and they do not know any other way of getting their elders to talk than by asking questions. If they can not think of a new question, they will ask an old one.

Sometimes we think children wearisome because they repeat the same questions again and again without waiting for an answer. This is because they know by experience that they must literally wear some one out before they can get a reply. Usually the child may be trained out of the habit by answering his first question promptly. If he repeats it after it has been answered, he should be kindly but firmly reminded that his question was answered once, and ask him for the answer. In repeating the answer he will become interested in the thought, and if he asks another question on the subject, it will probably be a new one.

Let us treat the children with courtesy and respect. Sometimes the questions of grown people have no point, are actually stupid, but we answer them courteously and to our best knowledge and ability. If we will be more kind and polite to our children, they will be more obedient and respectful to us. We shall be able to keep their confidence, because we are their confidants. Let us so treat the questions of our babies that our growing boys and girls, our young men and women, may never feel timid or afraid to ask a question, nor doubt that we shall spare any pains to give them a complete and correct answer.

And if we answer all their questions with the wisdom God shall give us, may we not trust that when our Father puts to us the question, "Where is the flock that was given thee, thy beautiful flock?" we shall be able to answer, "Here am I and the children which thou hast given me"?

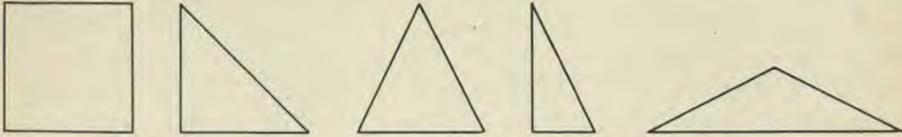
SOUND knowledge never does harm; it is knowing things wrong that does the mischief. A celebrated Grecian philosopher has said that the most needful piece of learning for the uses of life is to unlearn all that is untrue.—*Prince A. Morrow, M. D.*

The Kindergarten in the Home

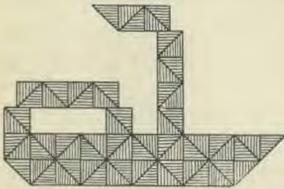
BY KATHERINE B. HALE

Gift Seven

HERE are the tablets of the seventh gift of the kindergarten, drawn and lettered in the proper order of sequence. They are contained in five boxes and are quadrangular, equilateral, scalene, and obtuse. Up to this time the child has been occupied in producing solid objects with blocks. He has built houses, tables, etc. Certainly they were not real

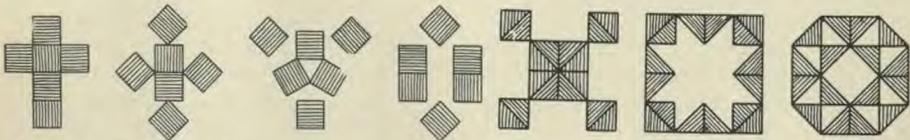


ones, but to the child they appeared so, and filled both his heart and mind at the same time. He could place a little dish upon his table, a doll could sit on his sofa, etc. With the tablets he can not build a sofa upon which to seat his doll, but he can build a picture of it, and he enjoys this picture, or representation, now that his mind is trained for it, as well as he did the figure in solids at the beginning of the course. Thus as we advance we shall observe how Froebel continues in this line, proceeding first from solids to surface, next from surface to line, and then from line to point.



Wooden or cardboard tablets in the five different shapes are the material used in this occupation.

The child first receives a square tablet, and studies its various qualities, comparing it with other objects, and is led to distinguish differences between this and former gifts. To illustrate this, we may cover the small cube of the third gift with six square tablets, and lead the



child to find the faces of the cube by removing the tablets. The square tablet is the *embodied surface* of its cube.

He counts its corners, edges, and angles. They are the same as that of one face of his cube. He may then place his tablet in as many different positions as possible, after which he may take a second tablet; place edge to edge, corner to corner, corner to edge, etc. With eight tablets he may repeat forms made with his third gift.

The second tablet of this gift is a right-angled triangle, which by its diagonal division corresponds to the cube of the fifth gift. On examining a single tablet the child will find it has three edges, of which two are

equal, the third, the one opposite the right angle, is longer, and we call it the *base-line*. He sees that the two opposite angles at the end of the base-line are sharper and smaller than the right angle, and he calls them "sharp" or *acute angles*. They are the "baby angles."

He may place the triangle with the base-line on the third line of the table, the right angle *from* him; then in the opposite position by *turning the right angle over the base-line*. He may then take another tablet and join the two by their base-lines, and he sees that these two are equal to one square tablet. He may then join two others in the same way, connecting this square with the first and forming an oblong. Next he may join these four triangles in a larger square. Then he may join two triangles by their short edges, a right angle of each touching an acute angle of the other. We may follow with as many different positions as are desired. The question, "What does it look like?" opens up a large field for observation and object-lessons.

A Helpful Poem

A DEAR friend sends us the following poem, with this explanation: "I came across a very -- to me -- helpful poem, not long ago. Will you pardon me if I copy it for you? It especially touched me in the 'mother corner' of my heart. It was credited to the *Presbyterian*, but I should like so much to know its author."

A Woman's Care

I do not think that I could bear
My daily weight of woman's care
If it were not for this:
That Jesus seemeth always near,—
Unseen, but whispering in my ear
Some tender word of hope or cheer
To fill my soul with bliss.

There are so many trivial cares
That no one knows and no one shares,
Too small for me to tell;
Things e'en my dearest can not see,
Nor his fond love uplift from me,—
Each hour's unnamed perplexity
That mothers know so well:

The failure of some household scheme,
The ending of some cherished dream
Deep hidden in my heart;
The weariness of children's noise,

The yearnings for that subtle poise
That turneth duties into joys,
And giveth inner rest.

These secret things, however small,
Are known to Jesus, one and all;
And this thought brings me peace.
I do not need to say one word;
He knows what thought my heart has
stirred,
And by divine caress, my Lord
Makes all its throbbings cease.

And then upon his loving breast
My weary head is laid to rest
In speechless ecstasy;
Until it seemeth all in vain
That care, fatigue, or mortal pain
Should hope to drive me forth again
From such felicity.

"WE must listen at heaven's gates before we can go out to sing the heavenly songs in the ears of human weariness and sorrow. We must lie much upon Christ's bosom before our poor earthly lives can be struck through with the spirit of Christ, and made to shine in the transfigured beauty of his blessed life."

Talks to Children

BY MRS. MATTIE KELLEY

Talk XIV

AFTER Jesus was baptized, he went to the wilderness. A wilderness is a place where nobody lives. Jesus stayed in the lonely wilderness forty days and forty nights. And all this time he ate nothing. At the end of the forty days and nights, he was hungry and wished for something to eat.

Then Satan came to Jesus to tempt him to do wrong. Satan said to Jesus, "If you are God's Son, change this stone into bread to eat." Jesus could easily have done this; yet he would not obey Satan, but waited for God to send him the right kind of food.

Satan often comes to us, and makes us wish for things to eat or drink which are not good for us. Sometimes little children want to eat more often than is good for them. When Satan makes you feel this way, remember how long Jesus waited in the wilderness without anything to eat, and try to be patient until the right time comes. I know you all want to take care of the bodies God has given you, and grow to be strong men and women.

When Satan found that Jesus would not obey him by changing stones into bread, he tried another plan. He took Jesus up into a high mountain, and showed him all the kingdoms, or countries, of the world, and told Jesus that he would give them all to him if Jesus would only worship him. But Jesus told Satan that the Bible says to worship only God: so he would not obey Satan this way either.

Then Satan tried once more to cause Jesus to do wrong. He took him to a very high place on the temple at Jerusalem, and told Jesus to throw himself down from that high place, for God would send angels to keep him from being hurt. But Jesus would not do such a wrong thing, nor please Satan by obeying him in anything.

So when Satan comes to tempt us, we must remember what the Bible teaches us, and answer as Jesus did when he was tempted. These were his words: "Get thee behind me, Satan." Luke 4:8.

Questions

1. After Jesus was baptized, where did he go?
2. What is a wilderness?
3. How long was Jesus in the wilderness?
4. Did he eat anything all this time?
5. What did Jesus wish for at the end of this time?
6. Who came to Jesus when he was so hungry?
7. What did he say to Jesus?
8. Would Jesus obey Satan in this?
9. Was he willing to wait for God to give him the right kind of food?
10. Tell how Satan often tempts little children.

Christian Education

H. R. SALISBURY
W. E. HOWELL

Editors

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Oral Hygiene

A MOVING-PICTURE film entitled "Tooth Ache" is one of the agencies employed by the National Mouth Hygiene Association to demonstrate the importance of instruction in the care of the teeth. Dr. W. G. Ebersole, of Cleveland, Ohio, who is secretary of the organization, says: "I believe that if each child is taught to keep thoroughly clean and healthy the gateway to his system, the mouth, we shall have a healthier, more self-respecting, and all-round better class of citizens for the next generation." It is believed that "Tooth Ache" will help develop public interest in oral hygiene. Surely, if it is of sufficient importance to justify a national association to promote it, no one can do less than keep his own mouth sweet.

11. When Satan makes you feel this way, what should you remember?

12. Should children want to take care of the bodies which God has given them, and try to become strong men and women?

13. When Satan found that he could not make Jesus do wrong this way, what plan did he next try?

14. Would Jesus obey Satan by worshiping him?

15. Tell how Satan tempted Jesus the third time.

16. Did he please Satan in this either?

17. When we are tempted, what words of Jesus should we remember?

Oral Bible in Grades One to Three

(Concluded from page 223)

Lesson 27 — Daniel in the King's Court

MEMORY VERSE: Prov. 23: 1-3

AIM.—To show the necessity of temperance in eating and drinking, that a sound body means a sound mind with which to glorify God.

INTRODUCTION.—By questions review the captivity and the journey to Babylon. Sketch the city and locate the king's palace.

LESSON.—Tell of the four boys chosen to live in the palace to be educated for the king's service. Note their humility, not exalted as most young men would be. Why? They were living for God, who gave them all they possessed. Speak of the crucial moment, how they sought God, and in a courteous way made their request. Tell what followed. Make real the examination day and the results. They were faithful in little things, and prepared for that day. They were wise. Note that at home in youth they had learned all this. They would not eat away from home what they had been taught was harmful. They learned true temperance,—“a moderate use of all things good, and a total abstinence from all things harmful.” Note their surroundings, yet they were brave and true to God.

CONCLUSION.—Not always easy to say “no” when urged to do wrong. God is our helper. Urge the necessity of fully deciding to be true temperance boys and girls. God, who is greater than King Nebuchadnezzar, is looking for strong boys and girls, to fit them for a great work. Who will be chosen? Mention some of the temptations that allure the youth of to-day to gratify appetite. Reference: “Story of Daniel the Prophet.”

BOOKS AND MAGAZINES

"Rabenort's Geography"

Two new volumes in large print and well illustrated. Based on the concept that the earth is primarily the home of man, it seeks to interest the pupil most of all in the people. "A knowledge of their habits and customs, their homes and other buildings, their occupations, and their dealings with people of other lands is needed by the boy or girl who would understand and enjoy the newspaper or magazine, the story-book, biography, history, or volume of travel; the sermon, speech, or lecture." Provided with questions and occupation exercises. One volume treats of Europe as a Whole, The Six Great Powers, Minor Countries of Europe. The other volume treats of North America (exclusive of the United States) as a whole, then in four parts, and of South America as a whole, then in six parts. Each volume has over twenty detailed maps, about 200 illustrations from photographs, and a Summary and Comparison. Valuable for teachers' reference or pupils' reading. By William Rabenort, A. M., Ph. D. (1912). Cloth, 8vo. Pages, each volume, 238. Price, 50 cents each. American Book Company.

Monographs and Teachers' Aids

Scott, Foresman, and Company, Chicago and New York, offers the following free on request:—

"Make-Believe Grammar"

The Study of English Literature in the Schools

Methods of Teaching Rhetoric in Schools

Helpful Questions for English and American Literature

English in Secondary Schools

Teachers' Manual for the Study of English Classics

Methods of Teaching German

Sanity in First-Year Latin

Teaching Second-Year Latin

The Teaching of Virgil in High Schools

Deeper and Richer Meanings of Elementary Mathematical Teaching

Arithmetic in Public Education

Summaries of Arithmetic Work for Six Years

"Recreation"

This tract of fifty-two pages is a revision and enlargement of the first of this title, and is made up of twenty-two articles: As Lights in the World; Dangerous Amusements for the Young; Worldly Amusements; Innocent Pleasures for the Youth; Holidays Unto God; Firmness in Resisting Temptation; How to Spend Holidays; Symmetrical Education; Christian Recreation; The Dignity of Labor; Manual Training; Manual Labor; Duties and Dangers of the Youth; Joy in Christianity; Entertainments and Amusements in Our Sanitariums; A Recent Experience; The Danger in Amusements; Employment for Patients; Physical Exercise as a Remedial Agency; Physical Labor an Aid to Recovery; Substitutes for Amusements; Separate From the World. These are selections from the manuscripts and published writings of Mrs. E. G. White. Price, 10 cents. The tract can be obtained from Pacific Press, Review and Herald, or through the tract societies.

"Applied Mathematics"

There is at the present time a widespread belief among teachers that the formal, abstract, and purely theoretical parts of algebra and geometry have been unduly emphasized. Moreover, it has been felt that mathematics is not a series of discrete subjects, each in turn to be studied and dropped without reference to the others or to the mathematical problems that arise in the shops and laboratories. Hence the attempt in this book to relate arithmetic, algebra, geometry, and trigonometry closely to one another, and to connect all our mathematics with the work in the shops and laboratories. This has been done largely by lists of problems based on the preceding work in mathematics and on the work in the shops and laboratories, and by simple experiments and exercises in the mathematics class-rooms, where the pupil by measuring and weighing secures his own data for numerical computations and geometrical constructions. By Herbert E. Cobb (1911). Pages, 274. Price, \$1; Ginn & Company.

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