

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

EDUCATE
FOR
SERVICE

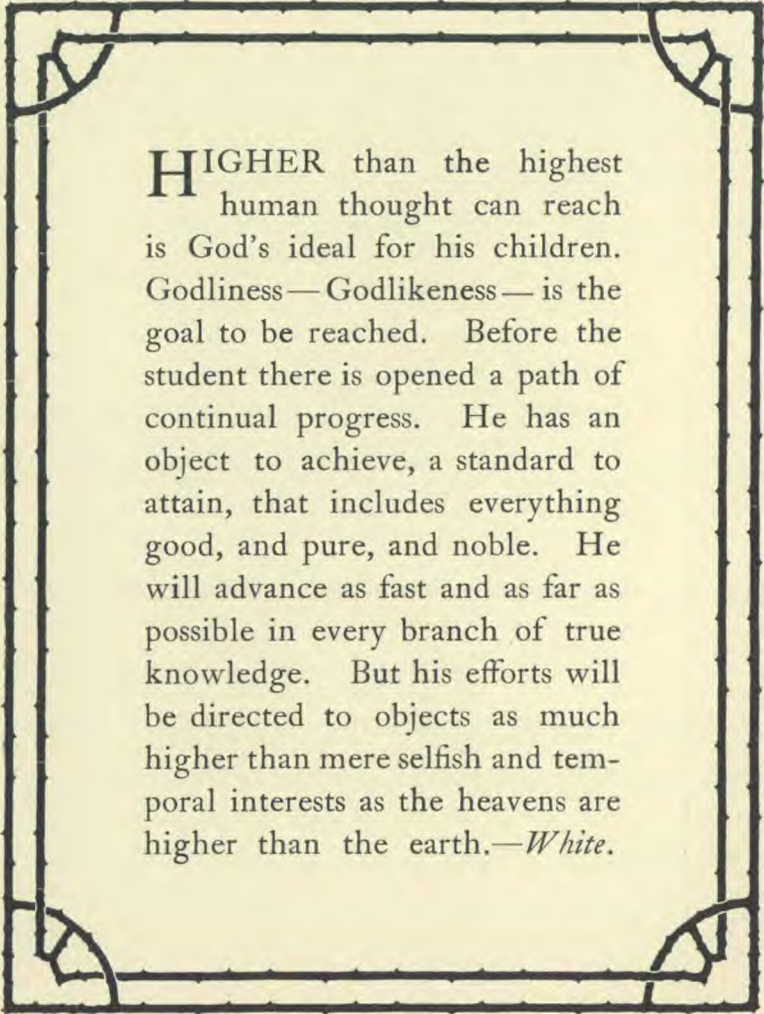
HOLY BIBLE

HEAD
HEART
HAND

Character Development

Mental development is not necessarily a blessing to the world. It poisons or sweetens according to the use made of the power developed. An Ingersoll poisons the world at a thousand dollars a night, a Moody helps the poor depressed, conscience-stricken sinner nearer God. Each has studied with care the art of influencing the mind and heart of man. Mental development is of such a nature that it needs to have character development go hand in hand with it.

—A. E. Winship.



HIGHER than the highest human thought can reach is God's ideal for his children. Godliness—Godlikeness—is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge. But his efforts will be directed to objects as much higher than mere selfish and temporal interests as the heavens are higher than the earth.—*White.*

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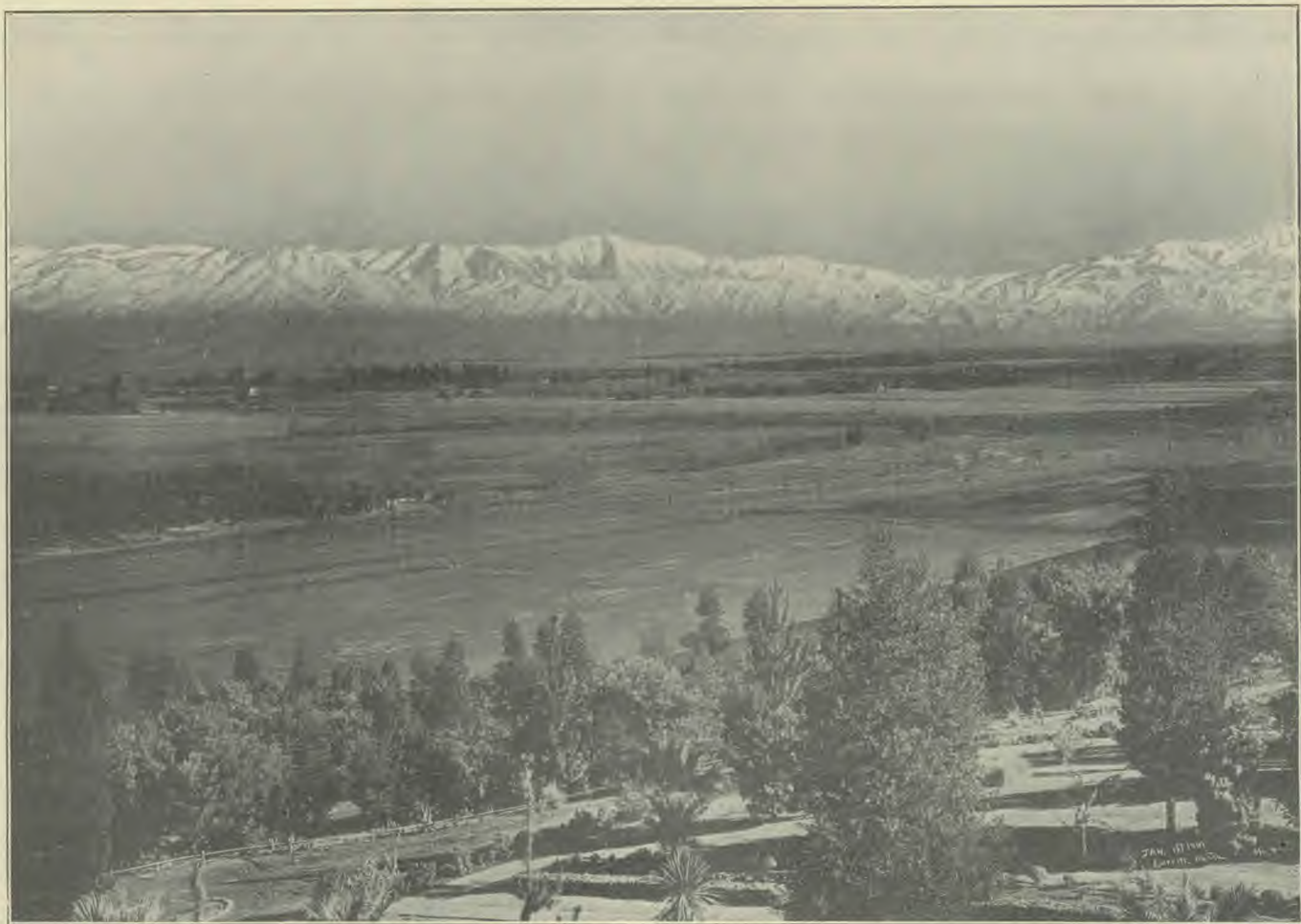
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SAN BERNARDINO VALLEY AND MOUNTAINS ON NEW YEAR'S DAY

This view is from the Loma Linda College of Evangelists, situated on the "Hill Beautiful," a knoll one hundred twenty-five feet above the valley. The contrast between the dark green of the orange orchards and the sparkling white of the snow-capped mountains is very pleasing. Over the main line of the Southern Pacific Railroad, which appears in this view, train loads of oranges are hauled daily, in season, to the East from this section of southern California.

Christian Education

Vol. I

Washington, D. C., January-February, 1910

No. 3

Among the Schools

BY THE ASSOCIATE EDITOR

THE principles of Christian education enunciated in this magazine are not held in theory only. They are, the outgrowth of more than twenty-five years' experience in the conduct of schools that should provide an education sufficiently broad to meet the needs of the whole man. Schools there were and are in abundance which give adequate intellectual training of our children and youth; schools which make a specialty of physical culture and industrial training; schools which give almost exclusive attention to teaching the tenets of faith, and to training for their propagation. But the type of school which should unite in right proportion the cultivation of the mind, the development of a healthy body, the formation of a sound, vigorous character, and proper attention to the spiritual element as essential to the raising of man to the zenith of capability designed by his Creator, has been so rare, comparatively, that the establishment of a system of schools that should stand for this symmetrical development of the entire being has seemed justifiable.

It was predestined, too, in the very nature of the case, that sooner or later the growth of such a movement should demand an organ for the unifying of the work, for the discussion of methods, and for the proper representation of its principles and progress to any who might be interested. Such a demand has called forth the magazine CHRISTIAN EDUCATION.

Let us pause a moment here for a clearer understanding of why this unique name has been chosen for the journal. It has been adopted in the firm conviction that true Christianity embraces all that is good and worth having in the world. It looks upon intellect as a talent given of God to trade upon; that the larger returns it can be made to bring, the more highly the individual is benefited, and the more fully the Giver is pleased and honored. It regards the physical welfare as of fundamental importance, not only because the body is the handiwork of God over which we are made responsible stewards, but because on its soundness and energy depends so largely the highest exercise of the mental and moral faculties. It assigns the formation of a right character the place of prime significance, because it not only assures the highest usefulness and happiness in the life which is, but opens up to the possessor all the measureless possibilities of the life to come. Finally it embraces and inculcates the truth that service to others is not only the surest means of developing a right character in the doer, but it extends to his neighbor all the joys and rewards that attract the doer himself.

Christian education, therefore, in its practical application includes the drawing out and the weaving in of all the moral qualities, such as ambition, perseverance, diligence, patience, push, promptness, and thoroughness, which are too often thought of as

without the pale of genuine religion. It attaches importance to the cultivation of the esthetic nature — courtesy, refinement, neatness, beauty, respect to the comfort of others — which are



EMMANUEL MISSIONARY COLLEGE

Successor to Battle Creek College, the oldest school of its grade founded on the principles of Christian education set forth in this magazine.

too much regarded as mere social amenities. Christian education regards honesty and success in legitimate business, the proper support of the family or other dependents, adequate compensation for service rendered, due respect to the personal convictions and abilities of another, the avoidance of whatever may savor of the "system" in so far as it affects the rights of the minority or the weak in personality, and a thousand other similar things, as essential elements of the religion of Him whose name it bears. This type of education teaches the care of the health, not alone to escape the penalties of nature's violated laws, but as a duty,— a personal duty, a duty to the family, to the neighbor, the business associate, a duty to God. This teaching includes, too, both mental and spiritual health, as being closely related to the physical, and as

being requisite to the fullest enjoyment of the privileges and blessings of living.

Much is said in these days of progress and enlightenment, about being "liberal" and "broad" in our views. Men delight in posing as free thinkers, or free lances, in attaching the epithet "independent" to some new cult or organ or creed of their own invention, and in stigmatizing as "narrow," "absurd," "fanatical," "mythical," the doctrines that are as old as the world itself and have survived the ravages of time and the attacks of men. But what is so broad and reasonable and real, as genuine Christianity—not what has been

done and said in the name of Christianity, but Christianity as lived and taught by its Author, and as applied to all that is truly good or desirable in this world, or that is promised in the world to come? What education is so well calculated to develop all the good there is in man and to supply all that is lacking in him, as Christian education rightly understood and applied?



UNION COLLEGE

Founded in 1890, at College View, Neb. It has the largest attendance in the system of education of which it is a part. Its enrollment in 1908-09 was 594.

The schools that are endeavoring to work out these principles are rapidly

increasing in number, both in the United States and abroad. That which has stimulated their growth and energizes their activities along the lines marked out above, is the conviction that we are living in a time in the world's history when a special work is to be done to "prepare the student for the joy of service in this world and for the higher joy of wider service in the world to come." In other words, the reign of sin is not to continue forever, and this life may be properly called a preparatory school in right living for entrance upon the higher school of the hereafter, when sin shall be no more.

Of this truth the government school can not take cognizance, because governments are ordained to serve in matters pertaining to this world only.

Hence the necessity for the broader type of school outlined herein.

The accompanying cuts represent a few of the schools which have been established for the promotion of this true higher education. The names of others will be found in the "Directory of Schools" on the third cover



WASHINGTON FOREIGN MISSION SEMINARY

This is the youngest of the higher grade of schools, being founded as a college in 1904, and changed in 1907 into a seminary for the special purpose of preparing students for missionary work in foreign lands.

page. In close affiliation with them, as an exponent of principles and a unifier of methods and interests, is conducted CHRISTIAN EDUCATION.



MOUNT VERNON (OHIO) COLLEGE

Established as an academy in 1893. Raised to a college in 1905.

A Creator Back of Creation

BY WILLIAM JENNINGS BRYAN

THERE are difficulties to be encountered in religion, but there are difficulties to be encountered everywhere. I passed through a period of skepticism when I was in college, and I have been glad ever since that I became a member of the church before I left home for college, for it helped me during those trying days. The college days cover the dangerous period in the young man's life; it is when he is just coming into possession of his powers — when he feels stronger than he ever feels afterward, and thinks he knows more than he ever does know.

It was at this period that I was confused by the different theories of creation. But I examined these theories, and found that they all assume something to begin with. The nebular hypothesis, for instance, assumes that matter and force existed — matter in particles infinitely fine, and each particle separated from every other particle by space infinitely great. Beginning with this assumption, force working on matter — according to this hypothesis — creates a universe. Well, I have a right to assume, and I prefer to assume, a Designer back of the design — a Creator back of creation; and no matter how long you draw out the process of creation, so long as God stands back of it you can not shake my faith in Jehovah. In Genesis it is written that in the beginning God created the heavens and the earth, and I can stand by that proposition until I find some theory of creation that goes farther back than "the beginning."

I do not carry the doctrine of evolution as far as some do; I have not yet been able to convince myself that man is a lineal descendant of the lower animals. I do not mean to find fault with you if you want to accept it; all I mean to say is that while you may

trace your ancestry back to the monkey if you find pleasure or pride in doing so, you shall not connect me with your family tree without more evidence than has yet been produced. It is true that man, in some physical qualities, resembles the beast, but man has a mind as well as a body, and a soul as well as a mind. The mind is greater than the body, and the soul is greater than the mind; and I object to having man's pedigree traced on one third of him only — and that the lowest third.

Fairbairn lays down a sound proposition when he says that it is not sufficient to explain man as an animal; it is necessary to explain man in history — and the Darwinian theory does not do this. The ape, according to this theory, is older than man, and yet he is still an ape, while man is the author of the marvelous civilization which we see about us.

One does not escape from mystery, however, by accepting this theory; for it does not explain the origin of life. When the follower of Darwin has traced the germ of life back to the lowest form in which it appears, — and to follow him one must exercise more faith than religion calls for, — he finds that scientists differ. Some believe that the first germ of life came from another planet; others hold that it was the result of spontaneous generation.

If I were compelled to accept one of these theories, I should prefer the first; for if we can chase the germ of life off this planet and get it out into space, we can guess the rest of the way, and no one can contradict us; but if we accept the doctrine of spontaneous generation, we can not explain why spontaneous generation ceased to act after the first germ was created.

Go back as far as we may, we can not escape from the creative act; and it is just as easy for me to believe that God created man as he is, as to believe that millions of years ago he created a germ of life and endowed it with power to develop into all that we see to-day.

But I object to the Darwinian theory until more conclusive proof is produced, because I fear we shall lose the consciousness of God's presence in our daily life if we must assume that through all the ages no spiritual force has touched the life of man or shaped the destiny of nations.

But there is another objection. The Darwinian theory represents man as reaching his present perfection by the operation of the law of hate,—the merciless law by which the strong crowd out and kill off the weak. If this is the law of our development, then, if there is any logic that can bind the human mind, we shall turn backward toward the beast in proportion as we substitute the law

of love. How can hatred be the law of development when nations have advanced in proportion as they have departed from that law and adopted the law of love?

But while I do not accept the Darwinian theory, I shall not quarrel with you about it; I only refer to it to remind you that it does not solve the mystery of life or explain human progress. I fear that some have accepted it in the hope of escaping from the miracle; but why should the miracle frighten us? It bothered me once, and I am inclined to think that it is one of the best questions with the Christian.

Christ can not be separated from the miraculous; his birth, his ministration, and his resurrection, all involve the miraculous, and the change which his religion works in the human heart is a continuing miracle. Eliminate the miracles, and Christ becomes merely a human being, and his gospel is stripped of divine authority.—*The Prince of Peace.*

Fatigue and "Rest Cure"

BY THE EDITOR OF "LIFE AND HEALTH"

MUCH study has recently been given to fatigue and its effects upon the body. Some have even gone so far as to discover a fatigue toxin and to elaborate a fatigue antitoxin, supposed to have the power to counteract all the effects of fatigue.

A man saws eight cords of wood, rides two hundred miles on a bicycle, or runs a Marathon race, and is exhausted. He takes a tablet of fatigue antitoxin, and, presto! he is fresh, ready to repeat the operation. That is just how it does not work.

The nearest we come to such an effect is the use of some "bracer," borrowing from the future store of strength and rendering the final collapse the more complete. So far

we have no reliable antidote for fatigue. But we have what is better: the knowledge that much that has been called fatigue is due to other causes entirely. One who is in health and is living hygienically is not nearly so subject to fatigue as might be imagined because of our confusing fatigue with exhaustion from other causes.

In the schoolroom one important cause of so-called fatigue, is lack of oxygen. Though teachers and pupils know better, there is insufficient ventilation in nine out of ten schoolrooms. The only proof you need of the truthfulness of this assertion may be had by entering a few of these schoolrooms during cold weather

after coming out of the pure air.

We are told that three thousand feet of pure air an hour *for each pupil* is the least we should regard good ventilation, and yet it must be rare that a schoolroom gets such a quantity of fresh air during winter months.

What are the results? — Lassitude, want of application, inability to study or concentrate the mind, "that tired feeling," a general feeling that one is being "overworked," etc., etc.

One object-lesson: The New York schools were overcrowded. It was necessary to cut down the time in some schools, having a morning session for part of the pupils, and an afternoon session for the rest. The pupils actually made more progress on the shorter hours than on the longer hours.

We have been so much afraid of fatigue that we have had an era of rest cures. It is true Dr. Wier Mitchell had wonderful success with his rest-cure system, which consisted essentially of absolute rest, mental, physical, and emotional, forced feeding, and massage. Perhaps some cases needed a rest. More needed a change,

especially a change from rasping trials rather than from the work of home life. They needed a soft-padded cushion for their emotions. This they obtained in the isolation under the kindly offices of the doctor and a sympathetic nurse. They needed an improved nutrition, which they obtained through the careful feeding and massage. They needed a new hope, a new outlook on life, a something to look forward to and to live for, and this was gradually instilled by the personality of the physician. And they got well; but should it be called a "rest cure?" — Yes, if by this is meant rest from worry, rest from care, rest from irregular hours, rest from injudicious eating, and a host of other things.

Does the healthy person need rest? Professor Bower, of the Michigan State Normal College, "believes that when the activities are well balanced and conditions are favorable, the strenuous life is not only the useful life, but the healthful life as well."

If we feel fatigued, let us inquire whether it is not due to some other cause before we attribute it to overwork.

Natural Science in Education

BY H. U. STEVENS, PROFESSOR OF PHYSICAL SCIENCE, UNION COLLEGE

BY education we understand those processes by which that innocent bundle of latent possibilities — the child — is developed into the complex organism of muscle, brain, and heart — the man. The complex organism will depend upon the possibilities and the processes. However profoundly the possibilities might be modified by parental influences, the factors are determined quantities at the birth of the child. Given the child — the man will depend largely upon the processes by which the child is developed, the best processes producing the best men.

Education in its broadest sense has to do with the whole man, including every phase of his complex nature, all the relations of his diversified life, and the whole period of existence open to his enjoyment. Its success will depend upon an adequate grasp of the factors and principles involved, and the right application of these in practise.

More specifically, every educational system is based upon certain views of man, life, and destiny, and has for its object the improvement of man in harmony with these basic views. Every scheme or expedient proposed

in the system must stand or fall according to whether it promotes or defeats the object. The object may comprehend the whole man and all his possibilities, or it may not; but it does, nevertheless, control the development of the system. The system will accomplish nothing beyond the object,—nothing higher than that at which it aims,—and the worthiness of the object must be judged by the views from which it is derived. Our views of man, life, and destiny are therefore the controlling factors in our educational systems.

Now the Bible is man's hand-book of life and destiny, a perfect and complete guide through every experience of life possible to man, a solution of all his problems,—the Holy Bible inspired and preserved by the great Creator, is the only authoritative source of religious doctrine and practise. Who understands so well the relations of man to his God as God himself? Who understands so well the relations of man to man as he who made them both and established their relations? Who is so well qualified to interpret these relations as "God, the Lord, the Creator of the ends of the earth"? The Bible, therefore, must be the foundation of that system of education which includes the whole man in all his relations, of whatsoever kind.

Nature is man's home, prepared and maintained by his Maker. The earth, the sea, the sky, and all things therein were made by him, and without him was not anything made that was made. The earth is our home, the land our yard and garden, the sea

our boating lake and fish pond, the sky our canopy, the clouds and constellations our wall pictures, the sun our light by day and the moon our lamp by night. A beautiful home we have!—boundless in its limits, infinite in its variety, gorgeous in its colors, majestic in its grandeur. God has abundantly manifested his love to men in providing such a dwelling for their enjoyment.

Naturally, man seeks to become familiar with his home. He makes



FRIEDENSAU (GERMANY) SCHOOL

Established in 1899. Instruction given in German, Russian, French, and English.

friends with the animals, learning their haunts and habits, how they were made, and what relations they sustain to each other. This knowledge he calls "zoology." He studies vegetable life,—how plants grow, flower, and fruit,—and its place in the economy of nature; and calls his knowledge "botany." He studies the stars,—those glittering gems that deck the nocturnal sky,—the sun and moon and wandering planets. His acquisitions along this line he calls "astronomy." If his study is the constitution of matter, he says it is "chemistry;" if it is the energy relations of matter, he calls it "physics." All these are embraced in that comprehensive term "natural sci-

ence." Natural science, then, is the sum total of man's knowledge of nature.

With these considerations before us, can any one say that natural science has no place in education? We might as well urge that one remain a stranger to the environments of his own home as to say that the study of natural science is unimportant and can be dispensed with. True education, while it holds uppermost and paramount the enduring and eternal interest of man, does not ignore his temporal life. It teaches him how to understand and utilize his present opportunities. It makes him a better citizen. It makes him a better mechanic. It broadens his view by giving him a peep into the infinitude of space. It deepens his insight by giving him a view of the infinitesimals of nature. All this ennobles his mind and enlarges his heart that he may more fully understand the Infinite One. Natural science, therefore, is largely concerned with the present life and man's temporal interests. It teaches him how to enjoy life in a fuller, a deeper, and a broader, because a more understanding, sense. This study of nature leads finally to an acquaintance with the master mind in nature, the Infinite Father, the Creator of all. Thus natural science becomes a study of God through his created works. We come to know the Creator by his creation.

But science too often has the opposite effect. Instead of leading the mind to God, it frequently erects a barrier to block the way thither. Instead of enabling the intellect to comprehend him more fully, it frequently confuses the mind and blurs his image. Instead of revealing the Creator through his creation, science strikes him from his creation, and says she knows no God. Why this irreverence?

What insolence for science — the

meager knowledge of puny man — to deny the plain statements of him who is infinite in knowledge! What a spectacle! — a finite man, only a pygmy confined to the surface of this little speck of a world, armed with a few facts and inductions, defiantly contradicting him who hath "meted out heaven with the span, and comprehended the dust of the earth in a measure"! In such company science should be seen as an attentive and respectful listener, rather than heard for its much speaking, darkening "counsel by words without knowledge."

Since the Bible is man's handbook in the search for knowledge, no man is justified in contradicting it or in advocating theories and doctrines which undermine faith in it as the Word of the Lord. Whether it be done under a cover of science or not, the *man* does it, and in it he stands condemned. The Bible offers no restriction to science study, no barriers to the advancement of knowledge along any line; but it does teach that the fear of the Lord is the beginning of knowledge; and he who understands the Bible, as it really is, the revelation of Infinite Wisdom, will recognize in it an eternal standard of truth, a standard that is in harmony with all truth, be it physical, mental, or spiritual, — temporal or eternal. The Bible then becomes not an enemy to science study, but a standard by which all scientific acquisition can be judged.

In conclusion, then, man is justified in pushing his scientific investigations as deeply and as extensively as his opportunities will allow, provided he forms no conclusions out of harmony with revelation. For in that case *he is in error*; and science, which esteems truth above all things else, should be first to take this injunction as a timely warning, and seek again the paths of truth.

The Bible as a Book of Science

BY MARION E. CADY, PRESIDENT WALLA WALLA COLLEGE

THE Bible is a book of principles. Essentially it contains principles to guide us in every legitimate line of investigation and research. So wide and far-reaching are these principles, that the man of God, by applying them to his life, may become "perfect, thoroughly furnished unto all good works." In the main, Bible principles apply to the science of salvation; but there are also principles for our guidance in the study of the science of creation. To the scientist, these are his chart and compass, without which he is sure to be wrecked upon the rocks of skepticism and infidelity.

Not only does the Bible give the guiding principles to be applied in all the investigations of science, but it contains many scientific facts. Some of these are in the form of direct statements, while others are clearly implied, or assumed. However given, they are the expression of absolute truth, and therefore the Bible becomes the perfect standard by which all ideas in science are to be tested.

The following are a few of the facts of science contained in the Scriptures:—

1. The earth has no material support. "He [God] stretcheth out the north over the empty place, and hangeth the earth upon *nothing*." Job 26: 7. If this plain statement of revelation had been believed, men would never have conceived the foolish notions about the earth's being supported by pillars, or upon the backs of twelve elephants, or supported by a huge turtle; which ridiculous theories themselves leave the earth's support to rest "upon nothing."

2. The earth and moon are circular in form.

"It is he that sitteth upon the *circle* of the earth." Isa. 40: 22.

"When he prepared the heavens, I was there: when he set a *circle* upon

the face of the depth." Prov. 8: 27, margin.

"In that day the Lord will take away . . . their *round* tires like the moon." Isa. 3: 18.

3. The earth's surface consisted wholly of water when the world was first created, the land portions appearing subsequently.

"And the earth was without form, and void; and darkness was upon the face of the deep. . . . And God said, Let the waters under the heaven be gathered together unto one place, and let the dry land appear; and it was so." Gen. 1: 2, 9.

4. The circulation of wind and water over the earth is in conformity to the "law of circularity."

"The wind goeth toward the south, and turneth about the north; it whirl-eth about continually, and the wind returneth again according to his *circuits*" (circles). Eccl. 1: 6.

"All the rivers run into the sea; yet the sea is not full; unto the place from whence the rivers come, thither they return again." Verse 7.

5. The physical process involved in the circulation of water is that of evaporation and distillation.

"By his knowledge the depths are *broken up* [into little particles that will float in the air], and the clouds drop down the dew." Prov. 3: 20.

"My doctrine shall drop as the rain, my speech shall *distil* as the dew, as the small rain upon the tender herb, and as the showers upon the grass." Deut. 32: 2.

"For he maketh small the drops of water: they pour down rain according to the *vapor* thereof: which the clouds do drop and *distil* upon man abundantly." Job 36: 27, 28.

6. Adamant is a harder mineral than flint.

"As an adamant *harder* than flint have I made thy forehead: fear them not, neither be dismayed at their

looks, though they be a rebellious house." Eze. 3:9.

In the foregoing Biblical facts of science, whether directly stated or merely assumed, the burden of the Scripture is not to impress the mind with the facts of science, but rather with the character of him who is their Author, that we in turn may seek to be like him who is holy, just, and good. God's works, like his Word, reveal his character, though but imperfectly on account of the curse of sin resting upon them. Through a knowledge of the things of creation we become acquainted with the power, wisdom, and goodness of the

Creator. The mind is lifted from the natural to the spiritual, from the earthly to the heavenly, so that in due time we shall be so transformed in being that we shall reflect the character of our Maker.

Then shall we be privileged to enter the heavenly school, for we have learned to think and study as the heavenly beings do, and are fitted for their companionship. We shall have learned on earth to study science as it is studied in heaven. The learning of the facts and laws of science are not the end, but only a means to a higher end—to know God, and to become like him in character.

Just to Be a Teacher

BY J. M. GREENWOOD

MANY of you have never asked seriously what it is just to be a teacher; that low-grade school work is on a level with all other kinds of low-grade work. In these days of organization, method and system, discipline and instruction, the teacher who spells his name with a little "t" among educators, psychologists, specialists, and faddists of all colors, hues, shades, and tints, is seldom heard of, and yet the species is not entirely extinct in this land. But that man or woman who knows how to teach and who possesses that imperishable power and knows how to use it, is of infinitely higher value to the child than all the rules, regulations, and directions, formally issued by boards of education or elaborate syllabuses and outline prepared by superintendents and their host of assistants. The best of these, with all the assistance they can lend, can only help to make it possible for teachers under the most favorable or unfavorable conditions to show what they can do, and nothing more. The one who is just a teacher always has a grip on his pupils which is mainly intellectual. To be a teacher one must

be a complete master of himself, and show to his pupils that school business means learning, study, and that hard work is the order of the day and every hour of the day, only to be interrupted at intermissions for play. There will be no place in his program for sarcasm, stinging comparisons, and carping criticisms, but there will be much of mental alertness, rapid questioning, pointed answers, insistence on exact statements and precise meanings, the concentration of the class on a single point until it is cleared up, in short, the lesson analyzed, discussed, and put into a consistent whole before the end of the recitation. Such a teacher who is just a teacher never has to maintain discipline. Perhaps he does not know how, because he is a teacher,—not a place-hunter or a salary-hunter. Such a one, because he is just a teacher, has few failures. Psychologists may find an unexplored field here in the analysis of those elements which are so characteristic of the really great man or woman who is just a teacher. We want more of them.—*Selected.*

EDITORIAL

A HAPPY NEW YEAR to every teacher, student, and parent! The courageous man wins; the discouraged man is a defeated man.

THE teacher's work does not begin nor end with good recitations and an orderly school. These are exceedingly important features of his work, but they are only means to an end,— and that end is good character. And the chief and fundamental element of such a character is a converted heart.

THE little child can sense his need of a Saviour as a power to change his life for the better, and every child has longings, often very strong, for such a change. No human being can convert another, but he may be the instrument in the hands of the Holy Spirit to bring about such a conversion. The greatest feature in every teacher's work is so to lift up the Master in his life that his pupils shall be drawn to him.

MAKE time daily for short talks, readings, or stories which will give your pupils general culture. Such subjects as courtesy, table manners neatness of dress, courage, perseverance, the value of time, and, indeed, an almost endless number of topics, afford the wide-awake teacher an abundant opportunity to teach a heart refinement and soul culture which is of more value than head training. Such food, seasoned with a few grains of salt and spice, will be both palatable and nutritious.

EVERY school, of whatever kind, should have a library which it is continually increasing in quality and size. It should be adapted to the needs of the school. The pupils should be given such assignments of work as will teach them to appreciate and use it. But few know how to obtain the benefits of a good library, and it is a part of the work of the school to teach its use and value. And this applies to the elementary as well as to the more advanced school.

PROCRASTINATION is the thief of time" but what is far more, it is the thief of character. The tendency to put off till another time a thing that might be done now, if once admitted into the life, grows rapidly. Men of strong character are "minutemen." A most wholesome vigor results from immediate action when a duty is seen, and the way is clear for its performance. To teach the dangers of procrastination and the safety and rewards of promptness is to teach one of life's most valuable lessons.

FEW grown persons have properly developed the "sense" of responsibility. The cause lies in the fact that they were not taught when children to feel a burden for the faithful performance of every given task. The sense of responsibility is a "gift" to be coveted by every person; but such gifts must generally be acquired. They are obtained through the faithful efforts of parent and teacher in causing each undertaking of the day to be accomplished regularly and in the shortest time possible consist-

ent with perfect work. The sense of responsibility is, perhaps, the most valuable of all the senses. It should be cultivated most assiduously.

THE whole child is to be educated, body as well as mind and soul. Many a mind lags in the work of the school, and stupidity creeps on apace, because the blood runs slow, the nerves are depleted, and the muscles cramped. Passing to and from the recitation-seat several times a day does not serve the needs of the body for exercise, nor does the romping, boisterous play of the short outdoor recess. Nothing less than well-directed, systematic exercises, in which all the muscles of the body are brought into proper form and play, will serve. Every one needs to know how to stand, walk, and sit correctly; for thus only can the mind be well served, and the whole work of life best accomplished. To this end all need corrective physical exercises, and none more than the growing child. Physical work in itself, though it be useful, vigorous, and out-of-door, does not suffice. The farmer, mechanic, and the housewife may each become ill-shapen in body and awkward in movement. It is good if their muscles are strong, their digestion hearty, and their blood teeming with health; but it were better that they had added to these the grace of a symmetrically formed body; for it gives force to the personality, a force that counts for much in the work of life; and it certainly gives also an increase of physical power which presages success in life's undertakings. To secure this well-developed body, every school should have time given in its daily program for physical culture. Marching to songs if no other music can be had, breathing exercises, and exercises of the trunk and limbs, which stretch every muscle and bring the whole body into perfect poise, should be a daily portion of the child's education. In seeking perfection of character, let us remember that bodily perfection plays no insignificant part.

AND thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." These are words from the last solemn charge of Israel's great leader, Moses, to his people. He is referring to the counsels of Jehovah and to his laws. He here presented not only to Israel, but to all peoples of all times, the bulwark which is to defend them from the ever-ready assaults of skepticism and idolatry. The home life in its purity is the only safeguard of the home and the nation. The purity of the home is measured by its conception of, and appreciation for, the law of God. God's acts, his words, and his counsels are to be familiarly talked of in the home as a defense against the ills of every-day life. Never was this truer than now, when strife for gain is so great and the spirit of selfish conquest so strong. It is this daily, familiar, yet reverential home converse concerning the ways of our Creator, that develops in our children a sense of the kinship of God and of his ever-abiding presence. From the earliest dawn of intelligence the little one is to hear of God. He is to be taught to see his loving-kindness in the works of nature. He is to learn to think and speak of him, not in a formal way, but as a familiar friend, and to trust him as a safe guide

through youth into manhood. Nor is this rock of defense for the home alone; but it is to be found in the Christian school as the adjunct of the Christian home. The law of God, as exemplified in the life of Christ, is to be the warp and woof of all that is taught in the school. This is the noble heritage of our children.

DR. WILLIAM TORREY HARRIS died the fifth of last November, at Providence, R. I. He was seventy-four years of age. Dr. Harris is known to every school worker in this land, and the prominent educators in other lands, not only from his valuable services as commissioner of education of the United States from 1889 to 1906, but from his many contributions to the literature of education.

Dr. Harris first became known in a national sense when he was superintendent of schools in St. Louis, Mo. He has always kept in the lead of all progressive educational movements. His scholarship was thorough and profound. He was a master of the Oriental and classic languages, and a critic of music, painting, sculpture, and architecture, and yet withal a practical educator, as is witnessed by his advocacy of manual training in the common schools. His writings covered a large range. He was the editor-in-chief of Webster's International Dictionary, and of the department of philosophy in Johnson's Encyclopedia. He was one of the most prominent workers in the National Educational Association. Educational advance of the past quarter century owes much to Dr. Harris.

A Good Home Is the Best Asset of the School

THE teacher has a great resource in a good home; in fact, the home counts for much more than the school in the make-up of the child's character. A good home seeks to develop those habits of industry and honor which insure success in life. The spirit of criticism in many homes is withering to the young soul. The indifference, often so manifest, to all that makes for intellectuality, is a further blight upon the child's life; and generally this criticism and indifference go together.

Contrast the atmosphere of such a home with one of helpfulness and cheer. Here a live interest is taken in the studies of the children. They are encouraged to talk about them, and bits of related information are added. The arithmetic is enlivened by the practical problems of father's work and business. The current events are discussed, and their trend and meaning understood. Geography is made real by the study of the world's doings, and by following, perhaps, the travels of men of note. Pure language is encouraged, and all slang discountenanced. Letter-writing as an aid to the practical use of correct language is also favored. Good conversationalists come from such homes. When the school has the cooperation of these homes of culture,—homes where all coarseness is in disfavor, and refinement is valued,—it is possible to send out into the world youth who are tactful and resourceful, vigorous and yet gentle, ambitious yet unselfish, well stocked with information and wisdom to use it. It requires a home of true culture for the school to do its best work.

Assign Short Lessons and Establish the Fundamentals

THE young teacher is in danger of not rightly estimating the capacity of his pupils' minds. An exaggerated illustration of this was the assignment, by a young college graduate to a class of little people, of the first five pages of the primer for their first lesson in reading! He learned his mistake later. "Except . . . ye become as little children," are words of our Master which are capable of broad interpretation. They certainly apply to the teacher. In order to be successful, a teacher must be sympathetic. Sympathy is fitly illustrated by two pianos in tune with each other; when a string is struck on one, it generates air waves which find their way to the other instrument, and cause the corresponding string in it to answer back in the same voice. So the sympathetic teacher is able to strike the vibrating chord in the pupil's mind, and answer him in his own language.

To know the mind of his pupil should be the great study of the teacher, otherwise he will talk over his head, and then, because the pupil does not understand, give undeservedly low marks for his work; and, right or wrong, most immature pupils work for their per cents. A teacher's haste to accomplish a definite amount of work in a given time is almost certain to result in a poor understanding of the subject. Short lessons, thoroughly learned, and often reviewed until the fundamentals have become familiar to the pupil, is the only certain way to make rapid progress. It goes slow at first, but later gains a momentum that steadily increases and is durable.

It is said that an old Roman made a large wager that he could carry a full-grown ox around the arena of the Colosseum in an incredibly short time, if given three years in which to prepare for the feat. He won his wager, but to do it he began his training by carrying a small calf around the arena several times each day; as the calf grew, the man's strength grew; and by the time the calf became an ox, the task was easy. The lesson taught by this ancient to the teacher developing the mental growth of the child, is apparent.

SPECIAL FEATURES FOR MARCH-APRIL

Agriculture and the Industries: Their Place in Christian Education; What has Already been Accomplished.

Physical Culture: A Requisite to the Symmetrical Development of the Whole Man; Some Methods and Results.

School Farming and Printing: A Demonstration that they are both Educative and Profit-yielding.

The College

CONDUCTED BY CHARLES C. LEWIS, PRESIDENT UNION COLLEGE,
COLLEGE VIEW, NEBRASKA

Language Study

MAN differs from the beast in having a large and varied combination of sounds with which to express the many thoughts which his more highly developed brain is able to conceive. It is true that animals have what might be called language. The hen is able to tell her chickens when to come to her for food, and when to hide from the hawk. But in all cases the language of animals is inarticulate, that is, not divided into consonant and vowel sounds, nor into syllables and words. It is similar to the interjections by which we express our elemental emotions. Consider how impossible it would be for us to carry on a conversation of much length by using interjections only.

The human mind deals with ideas, yet the only means of communicating ideas from one mind to the other, except for the inadequate use of signs, is the combinations of sounds which we call words or sentences. The arrangement of these sounds in words, as well as the arrangement of words in sentences, is a matter of arbitrary agreement. We know from the Holy Scriptures that in the first years of this world's history all men used the same grouping of sounds, and attached the same meanings to these groups. It is not enough that the arrangement be the same; the meaning must also be the same. For now we have *si* (Spanish) and *see* (English), both having the same sound, but one meaning *yes*, and the other referring to optical perception. The Bible teaches that the primitive language was confused at the tower of Babel, so that the workmen could not all understand one another. Yet those who did understand one another went forth as colonies in different directions. Thus the earth was peopled with tribes of different speech.

We have seen that sounds are combined to form words, and that the meanings of these depend on arbitrary agreement and customary use. There is another fundamental principle of language which we should consider, and that is the law of change. We see this law working in the physical world about us. Without change there is no progress. This law holding true in language, the speech of the various tribes would gradually change. Not only would the existing words change, but as life became more complex, new words would be needed to express the new ideas, thus enriching the vocabulary of the various nations which arose in the earth.

It is not in the province of this paper to discuss the various families of languages and their growth into the present spoken languages of the world. Let us therefore pass on to the consideration of the importance of language study to young people.

God has given us a great commission. We are to preach the gospel to all the world in this generation. To realize the greatness of this task, one should get away from his home land, out into some mission field where the work is just begun. There he feels a sense of the utter human impossibility of the thing; but "with God all things are possible." In giving the gospel message there are just two essentials: (1) that we should know the message ourselves, and (2) that we should be able to communicate it to others. Much is included in the first, but we here wish to consider the second.

We have already pointed out that the only adequate means of communication of ideas is by words. We must therefore learn those words or that language which is used by the people we wish to reach. There is a gift of

tongues in which I have great faith. There are sects springing up which have as one of their essential points the gift of tongues. These persons do obtain the gift of uttering sounds not intelligible to their hearers; but to my best knowledge, these sounds have never turned out to be the language spoken by any foreign people, and thus no one has been benefited thereby. Now while God can give his true messengers the real ability to speak the language of the people in a miraculous way if necessary, he certainly will not do so till they have done all in their power to acquire such ability. We all realize that a man who disregards hygiene and refuses the aid of a competent physician, is manifesting presumption in expecting God to make him well. Likewise we can not expect God to give us the gift of tongues in a miraculous way if we refuse to improve our opportunities to learn the required language by diligent study on our part. I am certain, however, that the Lord will help in this study, and that young people will find that God bestows the gift of learning languages.

The world's work is being done more and more by young men. This is true of gospel work. "Old men for counsel, and young men for war." We should have a dozen young men in each of the principal countries of the world, learning the language and customs of the people, and every language for which competent teachers can be found should be taught in our English schools. Thus the youth may be so prepared while in schools that they can begin work in foreign lands without loss of time when they are sent there. It is better, however, not to study a language at all than to study it under a poor teacher, for one is sure to learn many errors in pronunciation and in construction which it will need many long hours to unlearn. But a working knowledge of

the language of the field to which one is sent, will save needless expense to the Mission Board, as well as aid in keeping the missionary from becoming discouraged.

A knowledge of languages is valuable in the United States also. Our own country is rapidly becoming cosmopolitan. In a recent number of the *Literary Digest* was an article stating that the Methodists are planning a roll of honor, in which are to be inscribed the names of ministers who can use three or more languages. All their ministers are to be urged as far as possible to qualify to enter this list. Some such roll would be an excellent thing for those who are to do gospel work in the large cities, where are located so many foreigners. One may say, Let the foreigners learn English, and then we can reach them. But this is a great mistake. We do not have time to wait. Work in their own language will attract and interest them; and investigation leads us to think that any permanent religious instruction must be imparted in the native language of the person to be reached. That this is God's plan was clearly shown on the day of Pentecost, when each one heard the divine message in his own native tongue. Acts 2: 6, 8.

In a subsequent paper aims and methods in language study will be considered. L. L. CAVINESS.

LANGUAGE is ideas done up in bundles.—*Preyer*.

Heart Education

CRIME, small and great, can only be truly stayed by education,—not the education of the intellect only, which is on some men wasted, and for others mischievous, but education for the heart, which is alike good and necessary for all.—*John Ruskin*.

Literary Form of the Bible

THERE is no book in the world whose literary form is so obscured by ordinary modes of printing as the Bible in the King James Version. Poetry is printed as prose, and the division into chapters as it now stands in this version, often causes one who reads by chapters to commence in the very middle of one composition and leave off in the middle of another, without knowing it. This is a state of affairs to be lamented, for it often works against the true interpretation, and always against the literary beauty of the Bible.

It is easy to see why the poetry of the Bible was written as it is, for it was over one hundred years after the King James Version was made that Bishop Lowth discovered the underlying principle of Hebrew versification. It is wholly unlike any versification in English literature, being based neither on rhyme nor the numbering of syllables. Hebrew verse is made by producing a symmetry of clauses. This is called Parallelism. Notice the wonderful balanced effect in the one hundred fifth psalm. Beginning with the eighth verse, omit the second line of each couplet, and it reads like excellent prose.

"He hath remembered his covenant forever: the covenant which he made with Abraham, and confirmed the same unto Jacob for a statute, saying, Unto thee will I give the land of Canaan, when they were but a few men in number, and they went about from nation to nation," etc. R. V.

Read again, putting in the omitted lines, and it immediately "moves off with the lilt of a march:"—

"He hath remembered his covenant forever,
The word which he commanded to a thousand generations;
The covenant which he made with Abraham,
And his oath unto Isaac;

And confirmed the same unto Jacob for a statute,
To Israel for an everlasting covenant:

Saying, Unto thee will I give the land of Canaan,

The lot of your inheritance:
When they were but a few men in number;

Yea, very few, and sojourners in it;
And they went about from nation to nation,

From one kingdom to another people."

Now read Matt. 7: 7, 8, and notice the balancing in the triplets, the first line of the first triplet balancing the first line in the second; the second the second, and the third the third.



FIRST BUILDING OF THE STANBOROUGH PARK
MISSIONARY COLLEGE, WATFORD, ENGLAND
New buildings in process of erection.

"Ask, and it shall be given you;
Seek, and ye shall find;
Knock, and it shall be opened unto you:
For every one that asketh receiveth;
And he that seeketh findeth;
And to him that knocketh it shall be opened."

The same principle is carried to a wonderful nicety in the account of creation. You will notice that the first six days may be divided into symmetrical halves. Thus:—

<i>First Day</i> —	<i>Fourth Day</i> —
Creation of light.	Creation of lights.
<i>Second Day</i> —	<i>Fifth Day</i> —
Creation of the firmament.	Creation of life in the firmament.
Dividing waters from waters.	Creation of life in the waters.
<i>Third Day</i> —	<i>Sixth Day</i> —
Creation of land.	Creation of life on the land.

The Bible's coming down to us divided into chapters, and these again into verses, is the result of the work of commentators during the first fifteen centuries. The rabbinical commentators divided the narrative into chapters, and later others divided chapters into verses, seemingly paying little attention to sentence structure or literary form. These divisions were made for convenience in examination and reference, and those who made them thought they had done it in the best possible way. I do believe these divisions serve a good purpose even yet, though it would be much better if they had been made in harmony with literary form and content. The Revised Version brings the Scriptures to us in a better form than the King James Version, but probably the Modern Reader's Bible, by Robt. G. Moulton, of Chicago University, has gone farthest in restoring the Bible to its true literary form.

As a book of literature the Bible has no equal. It stands, as one has said, in "the world's great literature second to none." To study it from a literary standpoint makes us see more and more its wonderfulness. Failing to appreciate its literary form, we lose much of its forcefulness. Let us study it from this standpoint too.

E. C. JAEGER.

Information Not Education

THE children of the last two or three decades have not been educated. The pupils of our colleges of the last few decades have not been educated. With all our educating we have instructed nobody, and with all our instructing we have educated nobody. I have been teaching for some twenty years — that is, I have been conducting class-room exercises, but I do not think that I have been teaching any appreciable part of that time. I have been delivering lectures, sometimes about things of which I knew,

but more often about things of which I had heard. The result has been that my pupils have remembered my stories and forgotten my lectures.

We must remember that information is not education. The greater part of the work that we are doing in our colleges to-day is to impart information. One of the principal objects of education should be enlightenment. Instead, we are daily cramming their minds with an enormous mass of irrelevant facts. It is better to see one thing than to look at a hundred. It is better to conduct a student to the inner chamber of one fact than to take him on a trip seeing greater knowledge.—*President Wilson, of Princeton.*

Isaiah and the Astronomers

IT is encouraging to those who firmly believe in God's Word, to see distinguished scientists recording events which fulfil its predictions. In speaking of the latter days, Isaiah says: "The earth shall stagger like a drunken man, and shall sway to and fro like a hammock; and the transgression thereof shall be heavy upon it." Isa. 24: 20, A. R. V.

Is this to be taken literally? Notice the following comments, not upon the verse, but upon the condition of the earth, made by the late Professor Newcomb, who was "an astronomer of the highest distinction, and the professor of mathematics and astronomy at Johns Hopkins University, Baltimore:"—

"The north pole is not a fixed point on the earth's surface, but moves around in rather an *irregular way*. True, the motion is small; a circle of sixty feet in diameter will include the pole in its widest range. This is a small matter so far as the interests of daily life are concerned. But it is very important to the astronomer. It is not simply a motion of the pole of the earth, but a *wab-*

bling of the solid earth itself. No one knows what conclusions of importance to our race may yet follow from a study of the stupendous forces necessary to produce even this slight motion."

Prof. C. A. Young, professor of astronomy at Princeton University, expresses, in stronger terms, the significance of this phenomenon:—

"The last few years have brought sure knowledge of a minute periodical shift of the earth's axis, and a corresponding displacement of the poles upon the surface of the globe." "It is not to be disguised that *some anxiety is felt* lest it should be found that we are already near the limit of accuracy in astronomical prediction—actually approaching a boundary which can not possibly be overpassed. For if the earth, our standard measurer of time, 'goes wild' to some appreciable amount, it is clearly impossible to predict astronomical events closer than the extent of her vagaries."

Professor Young acknowledges that some anxiety is felt lest the earth "go wild." Isaiah asserts that our earth will not only wobble to and fro, but will actually "fall." Isa. 24: 20. If the earth has begun to wobble from the heaviness of its transgression, when will it "fall, and not rise again"?

C. E. HOLMES.

Discipline Makes the Man

DR. NEEDHAM, president of the George Washington University, when giving recently his address of welcome to the students, said, after specifying several other things to which he welcomed them: "I also welcome you to the *discipline* of the college. You recoil from that, do you? Why? If your music instructor should tell you that to become an expert in the use of the instrument, you must submit to severe discipline until the hand becomes your perfect agent, you

would accept the statement. The soldier submits to discipline; he marches and counter-marches, and accepts the drill of the sham battle. He recognizes the necessity of this rigid discipline that he may be fitted for actual battles in time of war. Only the student recoils from disci-



"I WILL THINK OF IT"

On the campus of Oakwood (Ala.) Manual Training School (colored).

pline, and yet it is the thing that makes the man or woman."—*Selected.*

A Heroic Stand

NOTHING has happened in American universities for several years more encouraging than last week's action by the University of Chicago in dropping in a solid block one hundred "undesirable" students. It is not uncommon to get rid of the idle or vicious youth, but this particular performance seems to fix a precedent of real value. The last annual report of President Judson foreshadowed the faculty's action, in saying that a large number of students spent far too much time attending to purely social affairs, with a consequent neglect of studies. Viewed as a blow at the present-day tendency in colleges to regard social functions as the stern necessities, and studies as the gilded superfluities, of an education, the stand taken at Chicago might almost be called heroic.—*Springfield Republican, Aug. 19, 1909.*

The Secondary School

CONDUCTED BY MARION E. CADY, WALLA WALLA COLLEGE,
COLLEGE PLACE, WASHINGTON

Mensuration

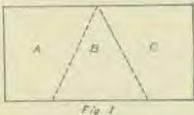
The Triangle

WE wish to learn how the triangle, in its various forms, may be seen or thought of as a rectangle. To introduce the subject, make a study of the figure itself. Its name suggests that it contains three angles; we observe also that it has three sides opposite these angles. If desired, an accurate definition may be framed, emphasizing the fact that it is a *plane* figure, bounded by *straight* lines.

As to the relative length of its sides, it may have two sides equal — isosceles; three sides equal — equilateral; no two sides equal — scalene. Another classification, based upon the size of its angles, would be right-angled, obtuse-angled, and acute-angled; but for elementary work, it is hardly practical or necessary to teach any of these except the right-angled, or right triangle.

The terms "base" and "altitude" should be reviewed and connected with the new figure: any side of the triangle may be regarded as its base; its altitude is the perpendicular drawn to this base from the opposite angle, or "vertex." Commonly speaking, the base is the side upon which the triangle is supposed to rest; and the altitude is the perpendicular line which measures its height.

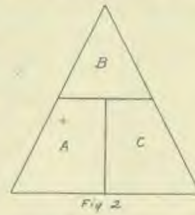
We shall begin with a rectangular paper form two by four inches. Place a dot in the middle of the upper edge. Place two dots in the lower edge, one inch from the lower right-hand corner and one inch from the lower left-hand corner. Connect these dots by lines. Letter the



portions, A, B, and C respectively. Crease on the lines, and tear off. Place A and C in an inverted position with their vertical edges adjacent to

each other, forming a trapezoid. Place the upper base of this trapezoid adjacent to the base of B. (See Fig. 2.)

We now have a triangle. Measure its sides, and determine that it is isosceles. Measure its base and the perpendicular distance to the base from the opposite vertex. We find its base is four inches, and its altitude four inches.



We made this triangle from the rectangle. Let us change it back to the rectangle. Their areas are evidently the same. Compare their bases and altitudes respectively: the bases are seen to be equal, but the altitude of the rectangle is half the altitude of the triangle.

The area of the rectangle is 2×4 sq. in., or 8 sq. in. This must also be the area of the triangle. Hence an isosceles triangle may be thought of as a rectangle having the same base as the triangle, and an altitude equal to half the altitude of the triangle.

The equilateral triangle is also isosceles: the principle stated for the area of the isosceles triangle would therefore apply to the equilateral also.

The Right Triangle

For convenience we may draw the diagonal of a four-inch square. Crease and tear, making two right triangles. This particular form chances to be isosceles also, since the legs of the right angle are each four inches. But since the equal sides enclose a *right* angle, we must develop a method which would apply to *any* right triangle.

We shall consider one of these equal sides as the base, and the other as the altitude, since it measures the perpendicular distance from the opposite vertex.

Fold this vertex over so that it touches the foot of the perpendicular. Crease and tear off. Place the upper portion in an inverted position beside the lower portion, with the slanting edges adjacent.



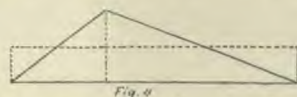
Observe that we have changed the right triangle into a rectangle having the same base (four inches) as the triangle, and an altitude (two inches) equal to half the altitude of the triangle.

The Scalene Triangle

The scalene triangle may be assigned for home work, to be cut from paper and changed to a rectangle. If the previous work has been well done, most of the class will discover how to do this. It is usually better to use a scalene triangle containing an obtuse angle.

By drawing a perpendicular from the vertex of the obtuse angle to the opposite (longest) side, which we shall consider the base, the triangle is seen to be divided into two right triangles, both of which may be treated as in the previous case. The scalene triangle is thus seen to fall under the general rule, since it may be thought of as a rectangle having the same base as the triangle, and half its altitude.

We have thus fully developed the rule: Multiply the base by half the altitude; or multiply the number of square units corresponding to the number of



linear units in the base (one row), by half the altitude, considered as an abstract number (the number of rows when seen as a rectangle). Next time we shall consider another quadrilateral and regular polygons in general.

MRS. H. E. OSBORNE.

"IN quietness and in confidence shall be your strength."—*Isaiah*.

The Place of the Examination

IN speaking of the work of the teacher in the chapter on Methods of Teaching, the book "Education," page 234, says: "He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned." And again, on the same page, "A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement."

As brought to view in the first quotation, it is a part of the work of the



BEGINNINGS OF LATIN UNION SCHOOL,
SWITZERLAND

student to be able "to state clearly what he has learned." This is the object of the "recitation" in its true sense. The daily class period is often called "recitation" when it should not have been such at all, but rather a plain presentation of the subject by the teacher. After that, the recitation is due. After an assigned task at home or at the desk has been completed, the class period may properly be devoted to a recitation in which the pupil explains, or attempts to explain, what he has learned. Is not this an examination? Should we not have this sort of examination almost daily?

But we have restricted the word

"examination" to those more infrequent tests when the teacher undertakes to find out how much is left of what the class "has been over," that is of any workable value in the student's mind. If this test be for the purpose of finding how much of the past work is comprehended, "perceived," the test is likely to be too far removed from the presentation of the subject, and is *out of place*. But if the examination is given to ascertain how much of what has once been apprehended and understood, still remains as an asset of the student's working powers, then the test is *in place*, and at almost any time.

It has been urged that the examination is largely for the teacher to find out how much of what the student has been over is understood,—that all this is for the teacher's benefit. If these examinations are held monthly or quarterly, is that not rather late in the day for a teacher to learn that his pupil did not grasp the instruction given? It is the business of the teacher, as the work progresses, "not to rest satisfied until the student understands the principle, perceives its truth, and is able to state clearly what he has learned."

The examination being to determine what remains as a working power, of that which the pupil has studied, it follows *naturally* that the present possession of a sufficient amount of this knowledge of the essentials of education "should be not only the condition of admission to a higher course, but the constant test for continuance and advancement." This denies in a most positive way the oft-repeated untruth so sweetly showered by commencement orators upon graduates all over the land, that "if you should forget all you have learned during your course in school, the *training of your faculties* would amply compensate you for the time and expense involved."

The principle enunciated by "Education" also vetoes the granting of admission to higher courses on *class standings* of the daily recitation; for much of that may be forgotten. It vetoes the indorsement of "grades" on teachers' certificates obtained in the "indefinite past." In short, it sets as a fundamental principle, not, "What did you once know?" not, "What degree did you once get?" not, "What grades did you at some time or other possess?" but, "What do you know now?"

"The place of the examination is to find if you are 'up to date.'"

J. G. LAMSON.

The Geography Class

I HAVE no more long faces when I assign the learning of State capitals, how to spell the State name, the naming of its metropolis, and the giving of its abbreviation. This is how we do it. I say, "John, Mary, Hazel, and James may rise. John may name each State of the New England section; Mary may then give its abbreviation; Hazel may name its capital; while James in turn will tell the metropolis of the State named. You may stand and recite until you miss, when I shall call upon any one you may name to take your place." This keeps every member of the class on the alert, for no one knows when he will be called upon. Then, too, they like the idea of one of their own number's choosing. It works finely. Try it, dear fellow teacher.

E. C. JAEGER.

"To know how to suggest is the great art of teaching, and to attain it we must know what will interest."

THE spirit of the teacher is more than his method, and that person is the most valuable in the schoolroom who fills it with sweet reasonableness.
—James Russell Lowell.

A Teacher's Dream

A GODLY teacher went home one day exceedingly discouraged. The children had been restless and inattentive, and she felt inclined to abandon her post. Taking her Bible in her hand, she sat down in an easy chair, and allowed it to open itself, so as to see what message it would give her. With her finger on the page, she fell asleep. Then she had a remarkable dream. A celestial personage appeared to her with a shining face, and she perceived that it was the Lord.

"What were you saying just now?" he asked.

"I said I would give it up," she replied. "The children were so naughty."

"I know all about it," he replied.

"And I am so tired," she said.

"I know about that, too."

"And they are not worth it," she went on.

"How much are they worth?" the Lord asked.

He handed her a pair of scales. In one scale he placed a child's soul, and in the other her time and effort spent in the class in teaching them. The scale with the child's soul did not move at all. She put into the other scale the sacrifices and toils of her life. Still the scale did not move.

"Shall I tell you what they are worth?" asked her Lord.

"Yes, Lord," she responded.

He handed her a weight, around which was a label on which was written, "The blood of Christ." Now the scale moved.

"That is what they are worth," said her Lord. "It cost that to redeem them."

Just at this point she awoke. "May God forgive me for being so impatient," she prayed. Then she looked into her Bible, and it was opened at the words, "God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." She learned the admonitory lesson, and went back to the school



FOREST HOME INDUSTRIAL ACADEMY, MOUNT VERNON, WASH.

resolved to allow nothing to cause her to relinquish the work to which God had called her.—*Selected.*

Value of School Homes

"STUDENTS should be taught that they are not independent atoms, but that each one is a thread which is to unite with other threads in composing a fabric. In no department can this instruction be more effectually given than in the school home. Here students are daily surrounded by opportunities which, if improved, will greatly aid in developing the social traits of their characters. It lies in their own power so to improve their time and opportunities as to develop a character that will make them happy and useful."—*White.*

"NAUGHT can to-day restore."

Correcting Compositions

A GEOGRAPHY teacher, after completing the study of North America (Tarr and McMurry's text), came across an excellent article in the *Review of Reviews*, on sheep raising in the West. Cutting the article down and adapting it to the comprehension of her pupils, she read it to the class. She then told the children to write, neatly with ink, what they remembered of the article, and bring it to class the next day.

But instead of letting the pupils write in a disconnected, rambling way what they remembered, the teacher discussed the article with the class, and had them make a list of topics to be written upon. The topics were placed on the board just as the pupils gave them, in no regular order, for first one pupil would think of one thing, then another of a topic entirely unconnected with the first. After the topics were all given and a number of suggested titles for the composition, the teacher, by carefully questioning the pupils, led them to arrange the topics as they should come. The pupils copied the outline, wrote down the title they wished to give their "paper," and did nothing more on their composition till after school.

The next day the papers were brought in. A number were read in class. They were then collected and distributed for silent reading and correction. The pupils with the poorest idea of English were given the best compositions to read, and vice versa.

Each pupil, as soon as she received a paper, wrote at the top of the paper, "Corrected by," and signed her name.

First, nothing but the spelling was noticed, the misspelled words being marked with slanting lines through them. Then the papers were reread, and the punctuation noted, capitals, etc. All punctuation marks or capitals put in at the wrong place or left out were checked X. Lastly, other er-

rors, such as too many and's, poor English, incorrect grammatical constructions, were marked.

It took quite a while for the children to make these corrections. The teacher was often called upon for help. It was found necessary, too, for the teacher to make corrections herself; for after the papers were corrected and collected, she had to read them, in order to mark them Good, Very good, Excellent. •

The next day each pupil was handed back her own paper. Having been corrected by a fellow pupil; each paper was, of course, carefully examined. Hand after hand flew up. Such and such a correction was not understood. The best way to settle the difficulty was to let the children have it out among themselves. Permission was therefore given for whispered conferences. For two or three minutes everybody was busy. Then at "Attention!" the pupils quietly slipped back into their own seats.

"If there are still things you don't understand," said the teacher, "raise your hands."

The hands flew up. One pupil after another was called on to state her complaints, and the pupil who corrected each paper was allowed to rise and state why she had made the corrections. In this way the whole class got the benefit of the corrections.

When all had been satisfactorily explained, the most common errors commented on, the misspelled words written correctly on the board, the papers were carefully copied and handed in to be filed.—*Mary Callum Wiley.*

The Teacher's Compensation

AND when the world shall link your names,

With gracious lives and manners fine,

Teacher shall assert her claims,

And proudly whisper, "These were mine."

—*Elizabeth Whittier.*

The Primary School

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

Do We?

As we enter our schoolrooms and scores of sweet, smiling, trusting faces greet us, do we value our privilege? Do we realize our responsibility? Do our hearts bound with hope and courage? Do we see in each child a trace of the image of the Creator? Do we realize that we are to be coworkers with the Great Teacher in restoring his image in the soul?

If not, dear fellow workers, linger a little longer before the heavenly throne, drink a little deeper of the living water. We can never afford to mar the precious living material that God has entrusted to our molding influence. What a work is ours! the "nicest ever assumed by men and women."

S. E. P.

"Feed My Lambs"

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

the parable the sheep found. And this is the very lesson the shepherd is to learn,— success in bringing the sheep and lambs back.

There is no picture presented before our imagination of a sorrowful shepherd returning without the sheep. And the Lord Jesus declares the pleasure of the shepherd, and his joy in finding the sheep causes pleasure and rejoicing in heaven among the angels. The wisdom of God, his power and his love, are without a parallel. It is the divine guaranty that not one, even, of the straying sheep and lambs is overlooked, and not one is left unsuccored. A golden chain — the mercy and compassion of divine power — is passed around every one of these imperiled souls. Then shall not the human agent co-operate with God? Shall he be sinful, failing, defective in character himself, regardless of the soul ready to perish? Christ has linked him to his eternal throne by offering his own life.—
Mrs. E. G. White.

Art in the Elementary School — No. 1

Art and Life

"It is not what we do that counts, but how well we do it. There is no saying one kind of work is art, and another kind is not art. Anything that is well done is art; anything that is badly done is degrading. The sense of beauty and the sense of goodness are so closely related that an injury to one means an injury to the other. The two must go hand in hand."—
Bliss Carman.

In planning a course of instruction in art, the location of the school, its conditions and environment, as well as the previous instruction of the pupil, must be taken into account. If a

pupil in any grade has not had the work of previous grades, let the teacher begin where the pupil is and lead him where she feels he should be.

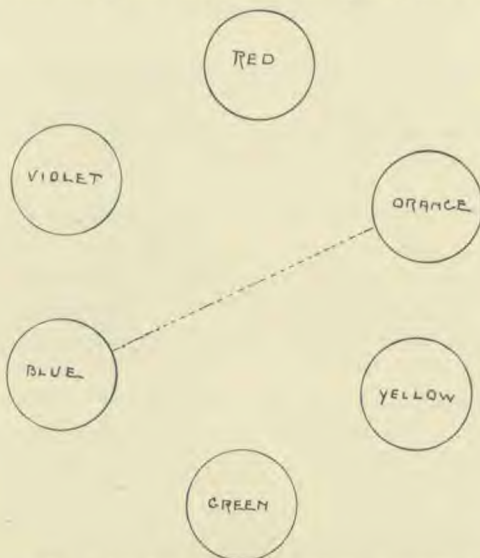
Clay, blackboard and crayon, crayola, paper, brush and ink, and water-colors may all be used in the study of art.

This work can easily be made to emphasize the lessons in oral Bible and nature and reading in the first grade, and the Bible nature lessons in grades two and three. The following suggestions are necessarily brief and incomplete, but it is hoped they may serve to awaken ideas, and guide those who are seeking help.

Plan for First and Second Months — Grades One, Two, and Three

1. **CLAY.**— Model sphere in clay. Study shape of spherical fruit, as apple. Model as a whole. Make oblong base. Press a leaf in moist surface, under part down. Remove and leave the impression. Model tap-roots from nature; as beet, raddish, turnip. Modeling same in the flat.

2. **BLACKBOARD.**— Draw straight-line objects, drilling on position at



"Use colored paper, chalk, objects for drill in naming these colors"

board, use of crayon, attention to teacher's directions; as, "face, posi-

tion, draw, erase." Also teach terms horizontal, vertical, slanting. Apply in simple household furniture and familiar outdoor objects at the dictation of the teacher.

3. **TEACH COLOR NAMES.**— Red, orange, yellow, green, blue, violet. Use the prism in introducing the colors to the children, since it presents the colors in their purest, most lovely form. Use colored paper, chalk, ob-



jects for drill in naming these colors.

4. **CRAYOLA, BRUSH AND INK.**— Draw grasses, simple autumn leaves, flowers, apples, in color. These may be arranged within an oblong and mounted or cut out and mounted on bogus paper. Draw same from objects, encouraging keen observation. Draw same with brush and ink. This is valuable in helping children to see the mass.

5. **PAPER CUTTING.**— Circles and squares, colored with the six colors and cut out, may be mounted as a border pattern. Simple leaf forms, trees, and fruits may be cut and used in laying borders. Teach rhythm by arran-



ging in rows or about a center. Teach spacing, and arrange dark and light alternately.

Plan for Third and Fourth Months — Grades One, Two, and Three

1. CLAY.— Make designs by pressing a pencil, thimble, ink-well, acorn cup, etc., into tablet of moist clay. Model bird's-nest by building up with bits of clay on base. Model eggs, and place in nest. With cardboard pattern of birds, animals, fish, etc., mark



PAPER TEARING

outlines on clay, and build up with bits of clay, keeping well within the outline.

2. BLACKBOARD.— With side of crayon draw fences, ladder, box, (two dimensions), etc., group of outdoor utensils, simple houses, leafless trees, snow scene.

3. PAPER CUTTING AND CRAYOLA.— Free cutting of simple fruits and vegetables; color and mount; use for drills on quick perception of color. Arrange in rows, spacing evenly; group in basket. (See cut.) From patterns, outline forms of bluebirds, sparrows, canaries, etc., and color, using Brown's or Perry's colored plates as copies. From patterns, cut out and group forms of animals. Use as schoolroom decorations. Free cutting of birds, butterflies, animals, etc. Free cutting from dictation, of chair, table, etc. Study nature's colors. Reproduce sunset tints.

4. BRUSH AND INK.— Continue study of mass, producing objects studied in paper, crayola, and clay. Silhouette of trees, houses, etc.

5. PAPER TEARING.— Vary with paper tearing, objects previously given. MRS. DELPHA MILLER.

The Bible Nature Study — Creation of Land Animals

WHEN the sixth day began, God said, "Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind: and it was so."

This is our memory verse for to-day. Listen carefully while I say it again. (Repeat slowly, asking questions to call attention to the main thoughts.)

What kind of animals did God make on the sixth day?

"Cattle, and creeping thing, and beast of the earth."

What were they made from?

"Let the earth bring forth the living creature."

Do the "cattle, and creeping thing, and beast of the earth" live in the water?

Do they live in the air? Where do they live?

"On the earth."

Yes; all sorts of beasts and creeping things that were to live on the earth were

made on the sixth day. There were horses and cows and sheep and lions and bears and tigers and elephants and camels and ever so many other animals that we have never seen.



How were these animals made?
God spoke. He said, Let the earth bring forth the beasts, and it was so.

Isn't it wonderful to think that God knew exactly how to make them all, and in just a moment of time, too? How great and wise our God is!

Do you think if you had been there, you would have been afraid to be among the lions and bears? Once Daniel was shut up in a den of wild lions, but did they harm him?—O, no; for the Lord sent an angel to shut the lions' mouths so that they did not hurt Daniel at all.

When these animals were first made, they were not fierce and wild—not at all. They were just as tame as your own little kitten at home. In fact, the lion and tiger are very near relatives of the cat. It is sin that has made so many of the animals wild and fierce. God did not make them so. He made them gentle and helpful to man: they were to do as man told them to do. The dog did not bark angrily at pussy, and pussy did not spit at the dog. Horses were not afraid of dogs, either.

How different the animals are now! Instead of helping man, many of them do him much harm; and because of this, man must kill them. Others are fierce and wild, and unless they are killed, they will kill man. How sad it is that the beautiful work of God has been so spoiled by Satan!

But when God made the animals, they were all quiet and peaceable. The lions and tigers and bears never once thought of harming any one. Not even the creeping things were dangerous. Serpents were very different from what they are now. They did not crawl in the dust, but they stood upright and had beautiful bodies that shone like gold, and they had bright-colored wings so that they could fly through the air. We do not dare to touch them now, for they might poison us; but when God made them, they were not poisonous. God did not make them so. It is Satan that has done all this evil.

Do you think the wild beasts will

always be wild and fierce?—O, no! I am so glad that when all sin is taken out of this earth, the animals will be tame again. How do I know this?—The Bible tells me so. It says that no ravenous beast shall be found there (Isaiah 35). That means a beast that kills and eats some other beast or man. It says that the wolf and the lamb shall live together, and that the leopard and the kid, and the calf and the young lion, shall lie down together, and a little child shall lead them. It says, too, that the cow and the bear shall eat together, and that their young ones shall lie down together. Not a thing shall hurt or destroy in all the earth. How glad we shall be when all the animals are just what God made them in the beginning!

Very soon Jesus is coming to make this earth new, and if we are obedient children, he will take us to live with him in the new earth. How many of you would like to be there? S. E. P.

Opening Exercises

[During the past few weeks Miss Esther Francis, teacher of grades three and four in the College View (Neb.) school, has been using about ten minutes of the opening exercises each morning in telling (not reading) the wonderful story of Mary Reed, the missionary to the lepers of India. The children have been fascinated and touched with the recital of this life of devotion and self-sacrifice. Last week they were allowed to write what they could remember of the story. The following is one of several well-told stories of her life just as it was written by a third-grade pupil.—S. E. P.]

The Life of Mary Reed

MARY REED was born in Ohio, and here she spent her early childhood days. She went to school here, and every time she would see anything about India, she would feel impressed

that this field would be her lot as a missionary.

So when she was grown up, she went there as a missionary, and taught the poor boys and girls about Jesus. While there, she became sick, so they took her up to the mountains for her health. While here, she could see where the lepers live, and her heart longed to tell them about Jesus; so she prayed to God that he might give her some way to tell them about Jesus. But her health became so poor that she went home. Before she got off the steamer, she wrote a letter to her parents, and told them she was coming. They were all very glad to know she was coming home.

One evening when she was sitting up in her room, her hand began to hurt; and soon another spot came on her face, which caused alarm. She went to the doctor, and he told her it was leprosy. But she seemed glad. She went home, and told her folks she had to go back to India. Her sister went with her as far as New York City, and then Mary told her sister what she had, and that she might never see her again.

One day while she was sitting all alone on the boat, a woman came and sat down by her, and went to talking to her. She was rich, and wanted her to go with her on a trip, and they became great friends. After they got to England, one day she told her that she was going to go to the lepers. It made the woman very sad.

When she reached India, she met some of her little children she had taught when she was out before. After she had gone to the lepers, the lady she was with on the steamer sent her enough money to put up a house for the lepers.

Miss Reed would go around, every morning, to see her patients, and would wash all their sores, and was very kind to all.

Miss Reed has done a great work, and is living yet.

BIRDIE.

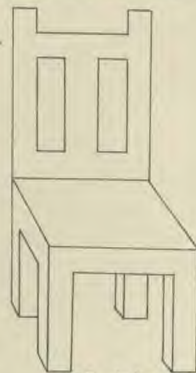
Constructive Number Work

ABSTRACT study of numbers has been too early introduced into the education of the child. As a result, although rules may have been learned, how often principles are confined between the two covers of the book to be applied only during the recitation. "After several years of earnest effort, the pupils too often show little or no insight into number relations." What can be done to correct this condition?

The old saying, "We learn to do by doing," expresses a truth which, if intelligently applied to the number idea, will certainly make this heretofore abstract study real and practical; for how can number relations be more thoroughly mastered than by bringing into action the sense of touch, sight, hearing, etc.? Through the application of numbers to objects which the child is himself developing, he can not fail of grasping the number relations therein involved.

Manual training in the schoolroom is coming to be more and more appreciated as its educational values are better understood; and as we watch its development, we see its possibilities rapidly unfolding. As a rule, children love hard work — love to work with things. Again and again it has been the experience of teachers to see even the dullest pupil develop a real genius for some line of hand work. And again it has been noted that through this means he has obtained a new and higher standard of general excellence by which he unconsciously measures all his school work.

Since a large part of the manual

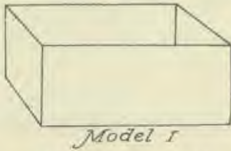


Model VIII

training already in use is based upon mathematical relations, why not take advantage of the child's interest in "arts and crafts" by combining with it number work? Where can we look more naturally for the needed material from which to impress the number lessons than to the department of manual arts? Ah! there we have it, all wrapped up in the things that children love to make, waiting to be unfolded by the wise and loving teacher.

Instead of having two separate periods in the earlier grades for manual training and number work, we need but one if the models have all been worked out with the right idea of correct number progression. The inexperienced teacher may not be able to do away with the number class at once, but she can work to that end.

Many teachers already have a set of paper construction models for beginners, and it is surprising how easily language forms used to denote magnitude, direction, relative



position, and the meaning of such terms as, "to the right of," "to the left of," "above," "below," "twice as far as," etc., can be taught from these simple and interesting models. Later on, number stories can be given beautifully from the little models made from the paper square. In this work great care should be given to the correct grading of the number work.

The accompanying cuts will illustrate how effectually number ideas may be developed from simple paper models.

In dictating for Fig. I, for example, ask such questions as:—

Your paper is divided into how many squares?

You have how many horizontal lines or creases?

How many vertical lines?

How many squares wide is your paper?

How many rows of squares, etc?

By the time the pupils have reached the eighth model, they are familiar with the terms denoting direction and position and can easily follow in reference to a given model such dictation as:—

Beginning at the lower end of the right-hand vertical line, cut the full length of the line.

How many squares have you cut away?

How many squares are left?

Beginning at the right-hand end of the lower horizontal line, cut the length of one square.

Beginning at the opposite end of the same line, cut on the line the length of one square.

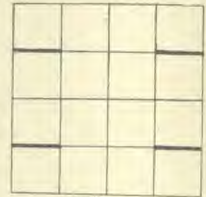


Fig. I

It is surprising how soon children will see number facts in their construction work and will be anxious to relate such number stories as the following (pertaining to Fig. I):—

Sixteen squares are 4 squares more than 12 squares.

Twelve squares and 4 more squares are 16 squares.

RUBIE OWEN.

Physical Labor Gives Vigor

"THE impression that work is degrading has laid thousands in the grave. Those who perform only manual labor frequently work to excess, while brain-workers suffer for want of the healthful vigor physical labor gives. If the intellectual would share the burden of the laboring class to such a degree that the muscles would be strengthened, the laborers might devote a portion of their time to mental and moral culture. Those of sedentary and literary habits should take physical exercise. Health should be a sufficient inducement to lead them to unite physical with their mental labor."— *White*.

The Value of Phonetics

THE *value* of phonetics in the teaching of reading in either primary or advanced grades is probably not questioned by any progressive teacher. *When* and *how* they should be taught is still a question upon which even skilful teachers have various opinions.

In what ways is phonetics of value? First, it is an ear trainer. "Take heed how you hear" is a divine admonition, and its need is shown in the fact that but few persons actually hear correctly. Thousands of people are led into differences and disputes as a result of lack of ear training. Tens of thousands of other people do not distinguish sounds, or discriminate between different sounds; and as a result, many fail of appreciating the sweet songs of the birds, or the nice tones of music. Such persons feel little need of a cultivation of the soft, gentle, musical tones of daily speech; the soothing murmur of the breeze, the cheerful rippling of the brook, the solemn grandeur of the ocean's roar, have no charm for them. In fact, the music of their lives is lacking, or nearly so.

This ear training can not be begun too early. It should begin before the child enters school, in an effort to distinguish the notes of different birds, and to enjoy the ever-varying music of nature. Nor should this phase of ear training be discontinued when the child enters school.

Phonetics is but another phase of ear training. As a child begins his study of reading, he should from the first learn to recognize the sounds of our language. These sounds should be presented in their proper order, the simpler ones preceding those more difficult. The simple sound elements are those which can be indefinitely prolonged, such as the long vowel sounds, *m*, *n*, *l*, *f*, *r*, *s*, *z*, *v*, *w*, *th*, *wh*, and others. It is easy to see that

these sounds, being capable of indefinite prolongation, will be most readily heard by the untrained ear. If you will try to give the sounds *m* and *d*, for instance, you will at once see why the former is so much easier for a child to hear and understand than is the latter.

Much oral drill for ear training should be given with these simple sounds; such as, *m-e*, *m-ade*, *m-any*, *m-y*, *m-ine*, *f-ade*, *r-ill*, *r-un*, *love-s*, *n-ight*, *w-ind*, etc. These drills may be made of great interest to the children if given in the form of guessing games, drilling on not more than one new sound a day. To vary the exercise, several consecutive words forming a sentence may be given; as, I *s-aw* the *l-ight*. Action sentences may also be given, the child showing that he hears correctly by doing what the sentence says: as, *F-ern m-ay sh-ut* the *w-indow*. *N-ow* you *m-ay s-it* by *m-e*.

Following the accurate and prompt recognition of sound through the sense of hearing, is its prompt and accurate recognition through the sense of sight. For instance, having learned to hear correctly the sound *m*, the letter may be written on the blackboard, the child being taught to recognize it at sight, and then to utter the sound himself. Since the sound *m-m-m* is what the dog says when he threatens to bite, the memory will be quickened if the symbol is written near an outline drawing of a dog. In addition to the sound elements pictured in the First Reader of the True Education Reader Series, the following may be mentioned: *th*, *th*, *th*, what the goose says; *ba-a-a* (short sound, as in *bat*), what the sheep says; *e-e-e* (short sound, as in *eh?*), what the old man who is hard of hearing says; *i-i-i* (short sound, as in *it*), what the little mouse says; *o-o-o* (short sound, as in *not*), what the little girl says when she has a slight accident; *u-u-u* (short sound, as in

up), what the baby says when it wants to be taken up; *sh-sh-sh*, what mama says when she is putting baby to sleep; *wh*, that blew the candle out after each letter alone had failed; *j* and *g* may be associated with a picture labeled "James likes gems;" *ck*, with the hen, which says *cluck, cluck*; *qu* with the duck, which says *quack, quack*.

Having learned a small stock of these sound elements, the child learns to apply them in new words, and in this power of independent word-getting lies one of the great values of phonetics. For instance, having learned the sight word *at* and the sounds *b, c, f, h, m, n, p, r,* and *s*, he recognizes unassisted the words, *bat, cat, fat, hat, mat, nat, pat, rat,* and *sat*. He is gaining the key to the language, so that by the end of the second school year, he should be able to recognize any ordinary word from its phonetic parts.

Finally, phonetics is a voice trainer. It lies at the basis of all careful articulation. Children who have been carefully trained to recognize and utter correctly the elementary sounds of our language will not say *ax* for *acts*; *ast* for *asked*; *Chris's* for *Christ's*; *swifly* for *swiftly*; *comin* for *coming*; *wen, wat, were, wich,* and *wite* for *when, what, where, which,* and *white*; *stoodent* for *student*; *doo* for *dew*; *Toosday* for *Tuesday*; *edjucation* for *education*; *doan chew* for *don't you*; *cant* for *can't*; *Gawd* or *Gahd* for *God*; and dozens of other equally common but no less inexcusable errors in speech. The poet Holmes expresses his contempt for such errors of ignorance or carelessness, or both, in these words:—

"Learning knit her brows and stamped her angry foot
To hear a teacher call a root¹ a root.²"

S. E. P.

(¹ oo as in foot)

(² oo as in foot)

Can't or Cant

CAN'T is a contraction of the words *can not*, and is constantly being used in place of the full form. This contraction is allowable in oral language, but the wrong sound so frequently given to the *a* is certainly inexcusable.

According to Webster, *cant* has the following meanings: "An affected, singsing mode of speaking;" "empty, solemn speech, implying what is not felt;" "hypocrisy;" "vulgar jargon;" "slang;" "the secret language spoken by gypsies, thieves, tramps, or beggars."

If as teachers we really can not correctly pronounce the simple word *can't*, then for the sake of avoiding the low company into which the mispronunciation of the word places us, let us resolutely decide never to use it at all, but use instead its uncontracted form — *can not*. S. E. P.

The Little Schoolma'am

SPEAK of queen and empress,
Or of other ladies royal,
Not one of them has half the power
Or subjects half so loyal
As she, the little schoolma'am,
Who trips along the way
To take the chair she makes a throne
At nine o'clock each day.

Her rule is ever gentle;
Her tones are low and sweet;
She is very trim and tidy
From her head unto her feet.
And it matters very little
If her eyes be brown or blue;
They simply read your inmost heart
When'er she looks at you.

The children bring her presents,
Red apples, flowers galore,
For all the merry girls and boys
This queen of theirs adore.
The darling little schoolma'am,
Who reigns without a peer
In a hundred thousand class-rooms
This gayly flying year.

—Margaret E. Sangster.



A BIRD'S NEST

(Grade 1, Lesson 42)

OVER my shaded doorway
Two little brown-winged birds
Have chosen to fashion their dwelling,
And utter their loving words;
All day they are going and coming,
On errands frequent and fleet,
And warbling over and over,
“Sweetest, sweet, sweet, O sweet!”
— Florence Percy.

THE HEART'S NEST

“WITHIN your hearts may heaven its gifts
Of love and beauty fling;
And pure, sweet thoughts, like happy birds,
Fly there, and nest, and sing.”



QUEER LITTLE HISTORIANS

JUST a rain-drop loitering earthward,
All alone,
Leaves a tiny "telltale story"
In the stone.

In the coal-bed, dark and hidden,
Ferns (how queer!)
Left a message, plainly saying,
"We've been here."

Why, the oak trees, by their bending,
Clearly show
The directions playful winds blew
Years ago!

So our habits tell us, little
Maids and men,
What the history of our whole past
Life has been.

— *Selected.*



THE MOON'S LULLABY

I AM a shepherd, I wander on high
Across the blue pastures far up in the sky,
And the stars are my sheep, with fleeces of
gold
That shine as they come from the heavenly
fold;
And the shepherd and sheep will tenderly
keep
The dear little child in its innocent sleep.

I love to send out my silvery beams
And light up the forests and dance on the
streams
And look at the treasures, known only to me,
Far down in the depths of the wonderful sea;
But 'tis greater delight to have only a sight
Of a dear little head on a pillow so white.

Sleep on, dearest child, and my golden sheep
Shall come, one by one, through your window
to peep,
And the light shall come out from each shining
fleece
And encircle your head with a halo of peace;
For the shepherd and sheep will tenderly keep
The dear little child in its innocent sleep.

— *Selected.*



Little Raindrops.

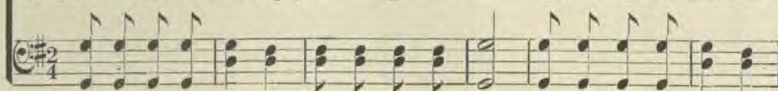
Laura M. Winslow.

COPYRIGHT, 1902, BY E. O. EXCELL.
WORDS AND MUSIC.

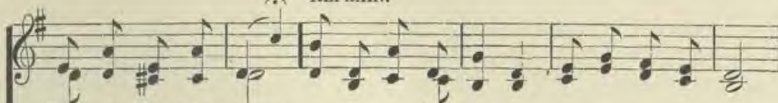
J. S. Fearis.



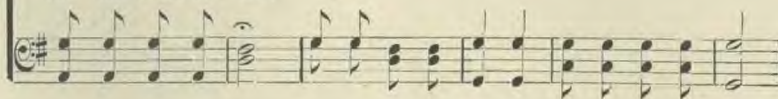
1. When God sees the flow-ers Need His ten-der care, He sends lit - tle rain-drops
2. We are lit - tle raindrops, God has sent us here, From His fount of blessing,
3. Ev - 'ry drop re-lect-ing God's most tender love, Helps to light the pathway
4. Tho' we are but raindrops, We are glad to know That we have a mis-sion



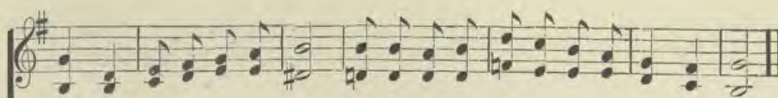
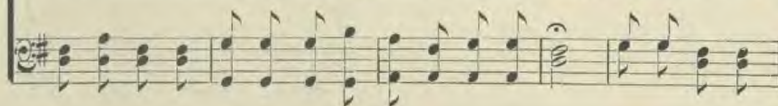
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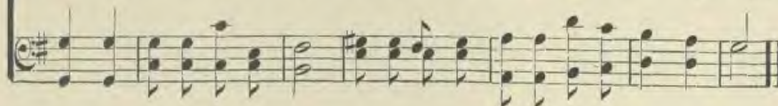
With a bless - ing there.
Bring - ing hope and cheer. Bus - y lit - tle rain-drops, Let us be to - day,
To the Home a - bove.
In this world be - low.



As we strive to scat-ter bless-ings, All a - long the way; Help-ful lit - tle



rain-drops, Will we be to - day, Do - ing work for Je - sus in a rain-drop's way.



The Home School

CONDUCTED BY MRS. ALICE MAYNARD BOURDEAU, TAKOMA PARK,
WASHINGTON, D. C.

For Better Work

LET me but do my work from day to day,
In field or forest, at the desk or loom,

In roaring market-place or tranquil room;

Let me but find it in my heart to say,
When vagrant wishes beckon me astray:

“This is my work; my blessing, not my doom;

Of all who live, I am the one by whom

This work can best be done, in the right way.”

— *Dr. Van Dyke.*

Comradeship of Mother and Child

No power of tongue or pen can portray the joy that pervades a mother's entire being when her baby is first laid by her side. Her heart is filled with gratitude to God, and with love for the little life that he has entrusted to her keeping. But too often the responsibilities attending the care of the wee one, and the varied duties that ever throng a woman's pathway, are allowed to dim the brightness of this happiness, until oftentimes it shines but feebly, or sheds no light at all upon life's daily pathway.

The master hand of the artist can paint no more exquisite picture than that of a little child. The more life-like the likeness, the louder are his praises sung. Yet the mother who would travel far to see these works of art, has their living reality in her own home. The expression of the beautiful painted face that charms all beholders, never changes; while each new and varied emotion is reflected in the mobile face of the child. The toys which are scattered about the room, and for which the mother frames an apology to a chance caller, are considered requisite to the completeness of the painting.

(38)

In the companionship of her children the true mother finds an inexhaustible source of diversion, and by close association with them may teach many a useful lesson about the things of life, without their knowing that they are learning. Their perceptions are so quick, and their imaginations so active, that it is a pleasure and a rest to tell them of the wonderful things in this world in which we live. Life assumes a new beauty to both instructor and pupils. The bright looks and eager responses will strengthen and develop the thoughts



“The master hand of the artist can paint no more exquisite picture than that of a little child.”
and research of the mother, and make her a stronger, better, wiser woman.

Work as an Opening for Nature Study

It is surprising how early children can be taught to assist in household duties, and how thoroughly they enjoy this work. A little planning will classify all their work under some heading of the school curriculum.

Making beds, paring potatoes, dusting, sewing on buttons, setting the table, washing and wiping dishes, the children will themselves suggest as manual training; sweeping, sifting ashes, carrying in wood, and all such active exercise, is physical culture. Weeding and watering the garden, raking leaves, and caring for the lawn, may be called botanizing. If called by these names, much of the sordidness is taken out of work that might otherwise seem drudgery. Especially is this the case if nature lessons accompany the work.

Removing fly-specks from windows and mirrors naturally leads to a talk about the fly, the number of legs it has, how it eats, the various kinds of flies, and their habits. While dusting, the work of the ever-active spider will furnish material for wonderful talks, and the story of the disheartened Scottish king who was aroused to renewed courage by watching the perseverance of the spider, will naturally be told.

The insignificant ant and hornet are most instructive insects. When paring potatoes, tell about the discovery of the potato, how it was afterward discarded and its cultivation pronounced unlawful, because the mistake was made of using the potato-ball instead of the potato itself. The inquiring mind of the child will itself suggest topics for conversation. Questions will be asked as to how buttons, thread, paper, cloth, knives, dolls, etc., are made.

If the objection arises that there is not time for these studies, let us ask ourselves the question, What is the chief end of life for the mother? Is it not to guide the minds of her children into the right channels, to promote their physical and mental well-

being, to establish such close connection of thought and habit between them and herself that no poisonous venom can endanger their morality without her knowledge?

The mother is regarded as the true and trusted loved one who will see that her child has proper food and clothing and shelter and care. May she not also earn the titles of friend, comrade, confidante, and playmate of her child?



"DOLLY IS SICK, AND ALL MUST BE QUITE STILL."

Mingle Play With Work

Let the little sons and daughters be the mother's guests. Treat them and their dolls and dogs and kittens with the courtesy that would be extended to the most honored visitors. Let them come to you as canvassers, as agents, solicitors, grocery men, or in any other capacity that their observation of life brings to mind. Thus they are not only amused and kept from evil, but are preparing for some future place of usefulness in life. If at times a quiet hour is needed in

which to rest or think or study, play that dolly is very sick, and all must be quite still. We do not know just why dolly is sick, but her little nurse must insist on rest and quiet.

The fund of instructive entertainment is as inexhaustible as is the fount of love. It grows with the using, as do all our powers of body and mind and heart; and the benefits and joys derived from it are beyond comparison. The human mind can not grasp the breadth and depth of home influence upon the young. It has been said, "The training or the want of training in children's lives holds them in an awful grasp forever." The home and its furnishings take an inferior place in the real home life. It is the atmosphere of the home and the hallowed memories of its tender associations and companionship, that cling to the boy and girl as they go out into the world.

MRS. C. M. SNOW.

A Windmill From a Square

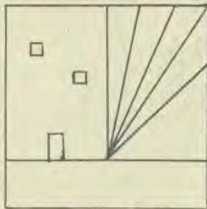


FIG. 1

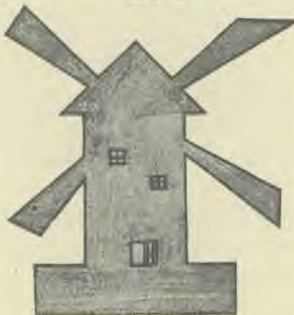


FIG. 2

DRAW lines like those in Fig. 1 on a four-inch square of black paper. Cut on all of these lines, and paste the pieces together to make a windmill

like Fig. 2. Notice that the entire square is used in making the windmill. Cut the door on three sides, and fold outwards as if open.

Mother's Guests

I HEAR somebody knocking,
A-knocking at my door;
It is a little caller
Who has often come before.

"Good morning, Mrs. Walker,
And will you step inside?"
I ask my little daughter,
As the door I open wide.

"O, yes; I've come to see you,
But I'm not a walker, please;
I left my horse a-resting,
Beneath your walnut trees.

"I brought my baby with me;
Her name is Rosabel;
And though her head is broken,
I love her just as well."

"I'm glad you came to see me,"
Quite truthfully I say;
"And shall I take your bonnet?
And will you spend the day?"

"O, no; I must be going,"
Replies the little maid;
"For I left my other children,
And they need me, I'm afraid."

And so the call is ended,
And I must say, "Good-by,"
And hope that she will come again,
To which she says, "I'll try."

Now do you think, dear mothers,
Who read this simple rhyme,
That to entertain such callers
I count it loss of time?

Ah, no! I'd rather welcome
Such visitors as these
Than to be a royal hostess
At the grandest of "high teas."

For the little ones who love us
Will be rulers of the earth,
And I'd rather be a mother
Than to be a queen by birth.
— Selected.

Simple Home Schools¹

A Beginning Made in New Jersey

LAST year a mother with two children, aged six and eight years, came to realize that her little ones must be educated. She determined to give them some time each day herself. She began with a few of our small books for children. "Our Little Folks' Bible Nature" was found especially helpful. To these was soon added "True Education Reader Number One."

Some time was spent in learning to sing hymns for children, and care was given to simple drawing lessons. The Sabbath-school lesson was a daily Bible study. The children were also shown that in order for mother to have time to give to them for school work, they in return would need to be especially helpful to her in the housework.

To illustrate the result of her efforts to hold these children under her own teaching and training, I here give some specimens of their recent work. In reading, they are just completing the work of Reader Number

"Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for My sake." Matt. 5:11

*Robert Braden Moore Tower
Vineland, N. J.
November 18.
1909.*

One, ready for Number Two. They always know their Sabbath-school les-

¹We are indeed pleased to get this report of actual work done in New Jersey's home schools. The report blank is an interesting feature, which will prove suggestive to other superintendents. May we not hear from other schools? Make this department your meeting ground for the exchange of helpful ideas.

A. M. B.

son, and can repeat many memory verses.

Encouraged by these results, we visited a number of mothers this fall whose small children were forcing them to consider the educational problem. All agreed to devote at least one

Mothers' Home School Band

Enrollment No. 9
No. of children taught 1 Report for week ending Nov. 12, 1909

STUDIES	Monday		Tuesday		Wednesday		Thursday		Friday	
	A.	P.	A.	P.	A.	P.	A.	P.	A.	P.
Bible and Nature	/	0	/	0	/	0	/	0	/	0
Reading	/	0	/	0	/	0	/	0	/	0
Busy Work	0	/	0	/	0	/	0	/	0	/
Writing	0	/	0	/	0	/	0	/	0	/
Music	/	0	/	0	/	0	/	0	/	0

For each recitation of not less than ten minutes, mark thus: /
For each recitation omitted on account of illness, mark thus: X
For each recitation omitted for any other cause, mark thus: 0

hour each day to the instruction of their children. We prepared a weekly blank report for them to fill in daily as the work with the children was done. This report was printed on postal-cards. They are sent, already addressed and numbered, to the mothers each week by the educational superintendent. This report we find to be an incentive to the mothers to do regular work. It also enables the superintendent to keep in touch with what is being done in each home, and to help the mothers along the lines that seem to specially need assistance. It is planned to arrange for monthly and quarterly tests, which will encourage careful, painstaking work on the part of both mothers and children. The report blank is very simple, as will be seen by this one, which has been filled out.

The mothers are instructed to follow the plans for busy-work found in "True Education Reader Number One," page 9. We are also using sewing cards, drawing cards, weaving mats, Brown and Perry miniature pictures, plasterine and wooden forms, parqueting blocks, and other kindergarten material from Milton Bradley Company. Of the experience of the mothers in this work we may speak more in detail later.

ANNA E. RAMBO.

Rest Minutes

"I SHOULDN'T think you would find five minutes in the day to rest," said a frank neighbor to the mother of five little ones — a woman who, in addition to the care of her small flock, had been forced to eke out a far too slender income by "taking boarders."

"O, yes, I find a good many such minutes," she responded, smilingly. "They don't always come labeled as rest minutes, but I make them that, none the less."

"I don't know what you mean," and the neighbor shook her head wonderingly.

It was twilight, and the last child had been put to bed, and the busy little mother's hands were folded in unwonted rest.

"Take to-day, for instance," she said, brightly. "It's been a busy day, to be sure, but I've had a good many rests in the course of it. To begin with, Mary, the girl who comes in twice a week to help me through the hard work, didn't appear. That led to my first little resting-time."

"How on earth do you make that out?" asked the curious neighbor.

"Well, I was obliged to have some one. I knew my strength wouldn't be equal to the hard cleaning the rooms needed this morning, in addition to all the rest of the work. So I decided to go out in search of another girl. I had to take the street-car in order to look up the one I had in mind, and so I had twenty minutes delightful rest in the early part of the day, when, under any other circumstances, I should have felt guilty to sit with folded hands."

"With folded hands! Could you do that?" exclaimed the other. "I should have been wringing mine all the way, to think of having to make such an inconvenient trip at that hour in the morning!"

Comfort Amid Discomforts

"But that wouldn't have helped matters out a bit," her friend laughed.

"No, I just made myself as comfortable as possible in the cool, front seat of the open car, and every tree and flower along the way rested me. I found my girl, too, and all was well. But even if I hadn't succeeded in finding her, that would have been all the more reason to get what rest and pleasure I could out of the trip."

"I suppose that's so!" said the neighbor, thoughtfully.

"Then — let me think," she continued ruminatingly, "when did I get some more rest minutes? O, yes, it was after Jenny came in with the earache."

"What!" in amazement.

"Of course I dropped everything to see to her. After I had done all I could to ease the pain and succeeded, she was ready to drop asleep from sheer fatigue. But she was too nervous to do without me. So I had to go into a dark room with her, and lie down, and we had such a delicious little resting-time together! I simply wouldn't allow myself to think of the piled-up dishes and the undusted rooms during those minutes. I made the most of every minute, and, before I knew it, I was asleep. Those ten minutes of sleep made me over, too."

"I see what you meant," said her friend, thoughtfully, "when you said your rest minutes don't always come labeled as such. You probably turn a great many minutes that would be a nervous wear-and-tear on others (on me, for instance) into restful ones. I believe I'll try it myself — if I can."
— *Bertha Gerneaux Woods.*

"WHEN things are not at their worst, there is always something to be thankful for; and when they are at their worst, it is certain that the only change possible must be for the better. So there is still something left to be thankful for. Thankfulness and hope are mighty oars to speed one over the darkest waters to an anchorage in a serene and safe harbor."

Table Manners for Little Folk

To Be Recited in the Family

IN silence I must take my seat,
And give God thanks before I eat;
Must for my food in patience wait
Till I am asked to hand my plate.
I must not scold, nor whine, nor pout,
Nor move my chair or plate about;
With knife or fork, or anything,
I must not play, nor must I sing.
I must not speak a useless word,
For children should be seen, not
heard;

I must not talk about my food,
Nor fret if I don't think it good.
I must not say, "The bread is old —
The soup is hot — the coffee's cold;"
I must not cry for this or that,
Nor spill the milk upon my lap.
My mouth with food I must not
crowd,

Nor while I'm eating, speak aloud;
Must turn my head to cough or
sneeze,

And when I ask, say, "If you please."
The table-cloth I must not spoil,
Nor with my food my fingers soil;
Must keep my seat when I have done,
Nor round the table sport or run.
When told to rise, then I must put
My chair away with noiseless foot,
And lift my heart to God above
In praise for all his wondrous love.

— *Selected.*

A Lesson in Arithmetic

THE day's work is to teach that four plus three equals seven. By numerous repetitions with various objects the mother ascertains that the point of the lesson is grasped. She then produces buttons, toothpicks, spools of thread, beans, etc. The child is allowed to add to the collection things of his own choosing, as twigs, stones, pins, etc. Then follows the clinching of the lesson, which also leads to written work.

EXERCISE 1. — Objects are arranged in groups of four, three, and seven.

0000 000 0000000
1111 111 1111111

Ex. 2. — Cut out slips on which the

mother or some older child has written 4, 3, 7, and the plus and equality signs. The child uses the slips and builds several rows of —

$$\boxed{4} \quad \boxed{+} \quad \boxed{3} \quad \boxed{=} \quad \boxed{7}$$

Ex. 3. — With different slips, the exercise becomes —

$$\boxed{4} \quad \boxed{+ 3} \quad \boxed{=} \quad \boxed{7}$$

Ex. 4. — The various objects are again used to form the combination 7, and the cut-out slips are to be placed to indicate the answer. The slip, of course, must always read correctly.

$$0000 + 000 = \boxed{7 \text{ buttons}}$$

$$1111 + 111 = \boxed{7 \text{ toothpicks}}$$

Ex. 5. — Child writes the combination —

$$4 + 3 = 7$$

Through this and other simple methods, the mother may teach in an enjoyable manner the numerical combinations up to ten. A. M. B.

Helps to Beginners

Two Home Plays

1. HAVE the children cut a dozen or more pieces of white paper into the shape of leaves. Request that they write a word from their reading lesson on each leaf. Scatter these



throughout the house. The children may then take small pails or baskets and gather them. A leaf on which is written a word that can not be read should not be picked up. Varying the game with new words makes it a continual delight.

2. Write the words of the reading lesson on pieces of paper cut out to resemble stones. Play that a wide brook flows through the room. The child places the stones in the brook,

then he attempts to use them as stepping-stones to cross it. He must not step on a "stone" whose name he can not read. The danger of falling into the water gives zest to this game.

Mastering Figures

Johnny is troubled with his "three times three." Let the family assist him. Each person counts a number in turn, beginning with "one," "two," etc. The person to whom three or a multiple of three comes must say "mum." The counting will sound like this: "one," "two," "mum," "four," "five," "mum," "seven," "eight," "mum." The game should not be allowed to lag. Any one making a mistake drops

out, the one counting the longest being the winner. The multiples of any other numbers may be reviewed in the same way.

Expression in Reading

It is customary in many homes for the child to read his reading lesson to "mother" before going to school. Try the following method to secure natural expression: Ask the child to read the sentence to himself, and then to look up and repeat it from memory. Insist that he talk it to you. If he is reading the question, "Is it light in the night?" have him read it from memory *exactly* as he would ask you the question.

A. M. B.

The Correspondence School

TAKOMA PARK, WASHINGTON, D. C.

IN May, 1907, the United States Bureau of Education published a pamphlet entitled "The Continuation School in the United States." In his letter of transmittal to the Department of the Interior, Dr. E. E. Brown, United States Commissioner of Education, says:—

"The republic needs a body of citizens no one of whom shall have been wholly lacking in systematic and fairly continuous educational training up to the age of the first exercise of the electoral franchise. That is, in order that the members of our democracy may fitly discharge the full duty of citizenship, in our rapidly changing society, no year of life up to the age of twenty-one can safely be left bare of any provision for schooling. For those who can continue to devote the later years of this period chiefly to education, such provision is found in high schools, technical and professional schools and colleges. But what provision shall be made for those who must devote these years of their lives chiefly to the earning of a livelihood,

and for that large number of boys and girls who leave school, for whatever reason, even before the completion of the elementary course of study? This monograph [the pamphlet] shows with some fulness what has already been done for the schooling of such youth. It gives some indication of what may be done in this direction. But it shows, too, how inadequate is the pioneer provision which has hitherto been made in this field."

These remarks set one to thinking seriously in connection with the mission of this magazine and of the correspondence school here represented. If it be true that in order to "fitly discharge the full duty of citizenship, no year of life up to the age of twenty-one can safely be left bare of any provision for schooling," what shall be said about the necessity of educational opportunities, during at least the same period of life, for him whose moral obligations include not only the proper discharge of his responsibilities as a citizen of the state, but whose *real, permanent* "citizenship" is in

heaven, whence we look for the Saviour"? Is his case any less important, or his needs less emphatic?

One's needs are usually measured by what is comprehended in the object at which he is aiming. An equipment for an expedition to the north pole would differ somewhat from an outfit for camping in the Adirondacks. The capabilities for carrying a note to the grocer would hardly be the same as those required in a minister-potenentiary and envoy-extraordinary to the Court of St. James. Since Christian education signifies all that is worth while in this life, and accentuates the pregnant potentialities of the life to come; and since it inculcates in the recipient of its benefits the duty of extending them to his neighbor, who can despise or belittle the importance of not leaving the Christian's life bare of any provision for schooling up to the age of twenty-one, and as much farther as his natural life may run?

The bountiful provision made in the public schools, the technical and the professional schools, the colleges, and the private schools, does not suffice to meet the needs of the republic; and more than this, the supplementary work now done in the night-school, the correspondence school, and other types of the continuation school, "shows how inadequate is the pioneer provision which has hitherto been made in this field," for supplying a "continuous educational training" up to the time when the citizen assumes the civil responsibility of voting. This being true, can it be said that a system of education which has for its task the training of the stu-

dent for a broader responsibility than that of the voter, is adequate without strong supplementary work of the continuation school type, for the benefit of the multitude who are obliged to drop out of school long before they ought or wish to, or who find in middle life that their earlier education comes far short of meeting their most imperative needs?

Of the correspondence school in particular, the author of the pamphlet says:—

"Definite attempts at instruction by correspondence are of comparatively recent date; . . . but at present it [this work] has attained such proportions that it must be recognized as an educational factor of considerable importance."

"The range of subjects is limited only by the demands of the students, and thus includes all branches of instruction."

"The correspondence school offers help and stimulus to any ambitious person who can not avail himself of the opportunities for instruction in some institution."

The correspondence school is proving the most successful form of continuation school. It is accessible to every one. It keeps open the year round. Students may enroll any time. They can adapt their study to their own time and circumstances. They have no class to "keep up with" or "get behind." They have the individual attention of their instructor on all points in the lesson. They develop self-reliance, accuracy in thought and expression, thoroughness, and the habit of mastering what they undertake—all at a minimum of expense.

Emmanuel Missionary College

LOCATION

The school is most beautifully located on a large farm in the fruit belt of Michigan, twelve miles from Lake Michigan, and about one hundred miles from Chicago.

A navigable river, a beautiful brook, constantly flowing springs, extensive orchards, fields of grain, and shady woods are to be found on the Collee Farm, and help to make Emmanuel Missionary College a delightful place for the lover of nature and nature's God.

The School: 1. Combines the moral, mental, and physical training. 2. A strong united Faculty. 3. A conservatory of music. 4. Steam heat and electric lights. 5. Christian ideals. 6. A cheerful home life. 7. Over \$5,000 worth of work given to students last year. 8. Expense for the year about \$150. 9. Extensive improvements now being made.

Courses of Study: 1. College Literary. 2. College Scientific. 3. Ministerial. 4. Preparatory Medical. 5. Advanced Normal. 6. Elementary Normal. 7. Academic. 8. Stenography. 9. Accounting.

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Christian Education

FREDERICK GRIGGS - - - Editor
WARREN EUGENE HOWELL - Associate Editor

Washington, D. C., January-February, 1910

Subscription Price 50 cents a year
Single Copy 10 cents

No subscriptions accepted for less than full year

Published bimonthly by
REVIEW & HERALD PUBLISHING ASSN.,
WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post-office at Washington, D. C., under the act of Congress of March 3, 1879.

WE earnestly invite the attention of teachers, students, and parents to the prospective numbers of CHRISTIAN EDUCATION mentioned on this page. We have planned these numbers far enough ahead to secure the best in contents that may be had. Any practical suggestions by educators of experience on how to make these numbers the most highly successful, will be gratefully received.

WE specially request any who have suitable first-class photographs for any of these numbers, or any who may be able to procure them in time for use, to submit them for our acceptance, or at least write us about them. A prompt response from those who are as much interested as we are, will do much toward making these numbers what they ought to be.

WHILE we expect to solicit personally contributions of matter, we should be pleased to have all who are interested in the success of these numbers, to send in short, pointed articles or paragraphs from experience—something hot from the anvil, or crisp and juicy from the garden and farm, or fresh from the printer's stone, or well-fashioned from the carpenter's bench.

PROSPECTIVE

Our present plan for special features of the next three numbers of "Christian Education" is as follows:—

MARCH - APRIL

Physical and Industrial Training

This will present briefly:—

1. Some fundamental reasons why agriculture and the trades should have proper attention in connection with book study; also the true relation of physical culture to physical labor and to intellectual pursuits.

2. What has been, and is being, done in these lines.

3. What more ought to be done.

MAY - JUNE

Christian Education Abroad

This number will show how the principles of Christian education are spreading to the uttermost parts of the earth. Brief, crisp articles and illustrations fresh from the field of action.

JULY - AUGUST

Summer Campaign for Christian Education

Best thoughts from men of experience and wide human interest on how to get and how to give an education: Why are you not in school? How you may overcome obstacles. How the student may economize. How the teacher may get out of a rut. How principals may be real leaders. How can we fill our schools for 1910-11? Wise financial policies and true school economy. Right relation of the home and the school.

Directory of Schools

- Adelphian Academy, Holly, Mich.
Alberta Industrial Academy, Leduc, Alberta.
- Arizona Intermediate School, Phoenix, Ariz.
Avondale School for Christian Workers, Cooranbong, N. S. W., Australia.
Battle Creek Academy, Battle Creek, Mich.
Beechwood Manual Training Academy, Fairland, Ind.
Berean Industrial School, Malaga, Wash.
Bethel Academy, Bethel, Wis.
Cedar Lake Academy, Cedar Lake, Mich.
Central California Intermediate School, Armona, Cal.
Claremont Union College, Kenilworth, near Cape Town, South Africa.
Clearwater Industrial School, Eagle River, Wis.
Colorado Western Slope Academy, Palisades, Colo.
Cumberland Industrial School, R. F. D. No. 2, Daylight, Tenn.
Darling Range School, Heidelberg, West Australia, Australia.
Diamante School, Colegio Adventista del Plata, Diamante, Province Entre Rios, Argentina, South America.
Duquoin Intermediate School, Duquoin, Ill.
Eastern Colorado Academy, R. F. D. No. 3, Campion Station, Loveland, Colo.
Elk Point Industrial Academy, Elk Point, S. D.
Emmanuel Missionary College, Berrien Springs, Mich.
Eufola Academy of Industrial Mechanics, Eufola, N. C.
Fernando Academy, San Fernando, Cal.
Fiji Training School, Buresala, Ovalau, Fiji, Pacific Ocean.
Forest Home Industrial Academy, Mt. Vernon, Wash.
Fort Ogden School, Fort Ogden, Fla.
Fox River Academy, Sheridan, Ill.
Friedensau Industrial School, Friedensau, Post Grabow, Bez, Magdeburg, Germany.
Goldsberry Intermediate School, Goldsberry, Mo.
Gravel Ford Academy, Gravel Ford, Coos Co., Ore.
Guatemala English School, 29 Fourth Ave., South, Guatemala City, Guatemala, Central America.
Haapai School, Haapai, Tongan Islands, Pacific Ocean.
Hazel Industrial Academy, Hazel, Ky.
Hildebran Industrial Academy, Hildebran, N. C.
Hillcrest School Farm, R. F. D. No. 3, East Station, Nashville, Tenn.
Iowa Industrial Academy, Stuart, Iowa.
Keene Industrial Academy, Keene, Tex.
Korean School, Soonan, Korea.
Latin Union School, Gland (Vaud), Switzerland.
- Laurelwood Industrial Academy, Gaston, Ore.
Loma Linda College of Evangelists, Loma Linda, Cal.
Lornedale Academy, Lorne Park, Ontario.
Manson Industrial Academy, Port Hammond, British Columbia.
Maplewood Academy, Maple Plain, Minn.
Meadow Glade Intermediate School, R. F. D. 1, Manor, Wash.
Mount Ellis Academy, Bozeman, Mont.
Mount Vernon College, Mount Vernon, Ohio.
Nashville Agricultural and Normal Institute, Madison, Tenn.
Northern California Intermediate School, Chico, Cal.
Oakwood Manual Training School (colored), Huntsville, Ala.
Otsego Academy, Otsego, Mich.
Pacific Union College, Healdsburg, Cal.
Pine Grove Industrial School, Amory, Miss.
Portage Plains Academy, Portage la Prairie, Manitoba.
Pua Training School, Pua, Chile.
Pukekura Training School, Cambridge West, Waikato, New Zealand.
Rome Mission School, Piazza Venezia, Rome, Italy.
Royal Intermediate School, Cottage Grove, Ore.
Scandinavian Union Mission School, Skodsborg, Denmark.
Shenandoah Valley Training Academy, Newmarket, Va.
Sheyenne River Academy, Harvey, N. D.
Society Islands Bible School, Avera, Raiatea, Society Islands, Pacific Ocean.
South Lancaster Academy, South Lancaster, Mass.
Southern Training School, Graysville, Tenn.
Stanborough Park Missionary College, Stanborough Park, Watford, Herts, England.
Strode Industrial School, Oswego, Kan.
Swedish Missionary School, Nyhyttan, Jarnboas, Sweden.
Takoma School, Takoma Park, D. C.
Taquary Training School, Taquary, Rio Grande do Sul, Brazil, South America.
Toluca Industrial School, Toluca, N. C.
Tonga School, Nukualofa, Tonga, Friendly Islands, Pacific Ocean.
Tunesassa School, Tunesassa, N. Y.
Union College, College View, Neb.
Walderly School, Hawthorne, Wis.
Walla Walla College, College Place, Wash.
Washington Foreign Mission Seminary, Takoma Park Station, Washington, D. C.
West African Training School, Freetown, Sierra Leone, West Africa.
West Indian Training School, Riversdale, Jamaica, West Indies.
Western Normal Institute, Lodi, Cal.
Williamsdale Academy, Williamsdale, East, Nova Scotia.

The New Year

FEW have the moral courage to "turn over a new leaf." The silly bugbear of a broken resolution frightens many a promising youth and wayward adult into the ranks of the mediocre and the aimless. The cowardly and the irresolute in this generation far outnumber the men of decision and moral pluck.

Nineteen hundred nine, Anno Domini, has been a year of breaking records --- in sea travel, in aerial navigation, in arctic exploration, in missionary endeavor, in the invention and building of engines of destruction, in high prices, in historic pageants, in the fulfilment of prophecy, in educational facilities.

What record has been broken in your individual life the past twelve-month? What progress in personal attainments? What bursting of fetters that bind to injurious habits? What breaking away from influences that carry involuntarily in the wrong direction? What arousement from indifference to the countless possibilities that lie all along your pathway? What response to importunate Opportunity as she has repeatedly tapped at your door?

We are at the parting of the ways. Shall we resolve and advance, or waver and fall back? God helps and commends the steward who puts his talents to the exchangers. Shall we attempt, or shall we procrastinate? It takes more of a man to resolve than to play the coward. Shall we determine to rise above mediocrity and sin, or fear to turn over a new leaf, lest we soil it? Which?

Either Jan. 1 or Dec. 31, 1910, may answer the question.