

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. III

May - June, 1912

No. 5

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Knowledge of the Bible Waning

I want to call attention to a phenomenon which is so universal that we do not notice it,—paradoxical though that sounds,—but which, if it is permitted to continue, will one day produce startling results in our life and civilization. I refer to the facts that owing to a series of causes, operating over a considerable period of years, knowledge of the English Bible is passing out of the life of the rising generation, and that with the knowledge of the Bible there is fast disappearing any acquaintance with the religious element which has shaped our civilization from the beginning.—*Nicholas Murray Butler, in an address before the National Education Association.*



Restore the Bible to the Schools

It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils of our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some States as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible, as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in a large measure formed. We do not urge this in the interest of sectarian instruction of any kind, but that this great Book may ever be the teacher's aid in the interpretation of history and literature, law and life,—an unrivaled agency in the development of true citizenship as well as in the formation of pure literary style.—*From the declaration of principles adopted "without dissent" by the National Education Association as a result of President Butler's address.*

The Summer Campaign Number



WE are fast coming to one of the most stirring periods of the educational year—the summer campaign for students. Parents, teachers, educational officers, conference workers, and old students unite in emphasizing the advantages of education and the necessity of diligence and sacrifice to obtain it. As usual, the journal will have its special issue to aid in this interesting work. Here is a forecast of some of the good things it will contain:—

- Our Original Message on Education.
- Distinctive Features of Christian Education — in III parts.
- Educational Needs in the Field — in II parts.
- Opportunities for Gaining an Education.
- If I Were a Boy Again —
- If I Were a Girl Again —
- Work Your Way Through.
- Never Acknowledge Defeat.
- Come to School Next Year — a symposium by students.
- Send Your Children to Our Schools — a symposium by parents.
- Some Stirring Facts and Figures.
- The Mission Field — in IV parts.
- An Appeal for Teachers.
- Successful Home Schools.

This number is intended for use by the schools in working their territory, as well as for use at all general and local meetings, and for individual work. It will be ready for the mail June 1, possibly earlier. One academy has already assured us voluntarily of an order for “500 copies and possibly 1,000.” One college writes, on its own instance, that it will want “at least 1,200 copies and perhaps more.” They are not waiting for us to ask for orders this year. A free use of this number will bring large returns. The prices are as follows:—

- 1 to 4 copies, 10 cents each.
- 5 to 40 copies, one order, one address, 5 cents a copy.
- 50 or more copies, one order, 4 cents a copy.

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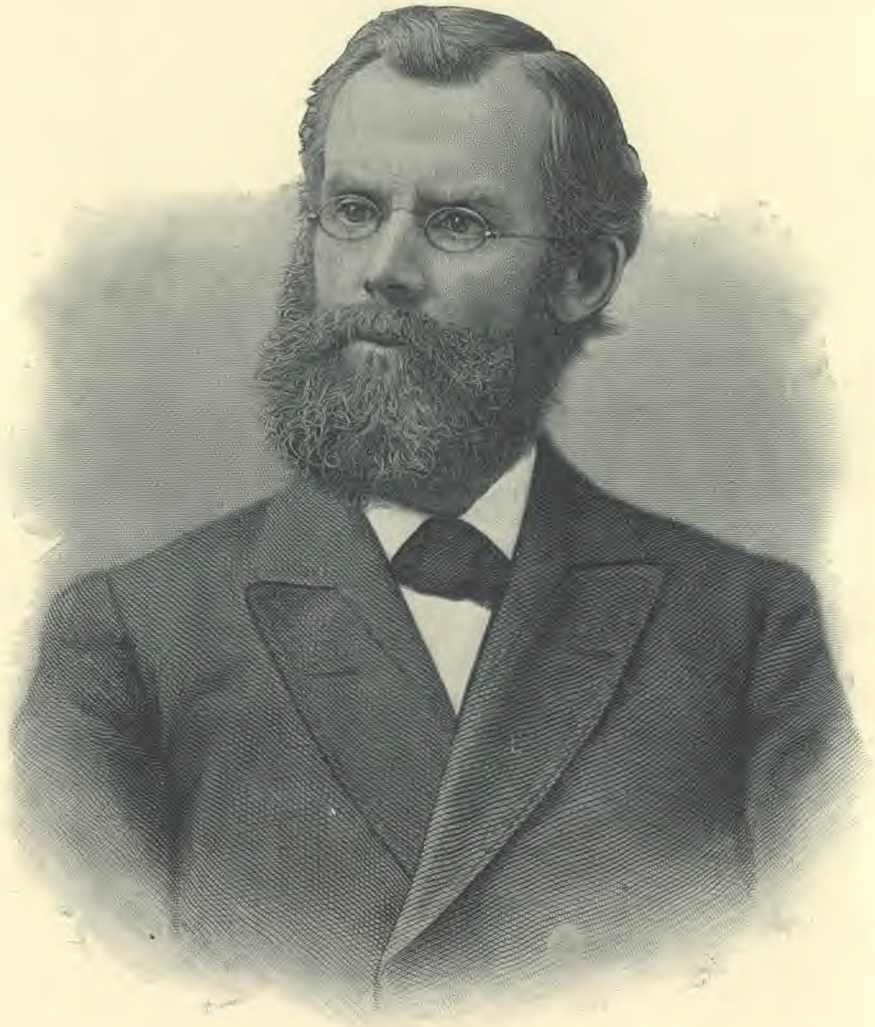
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J. N. ANDREWS

Christian Education

Vol. III

Washington, D. C., May - June, 1912

No. 5

The Historical Study of Literature

BY THE ASSOCIATE EDITOR

THE value of studying the historical development of literature depends upon the aim in its study, when it is pursued, and how it is conducted. For the purpose of this article we may inquire, What is the aim of the Christian school in offering a course in literature to its students? We may safely say that the primary aim is not to entertain them, nor to hold before them the prospect of acquiring literary fame, nor even of contributing, in any large degree, to the world's literature; but it is to stimulate their relish and power for Christian living, and to increase their efficiency for Christian work in the earth. This aim bars out literature written merely to amuse, to satisfy a perverted or morbid appetite, or to propagate error and skepticism; it lays emphasis upon masterpieces (in style and content) of elevating description, of narration written to inform, instruct, or edify, of exposition of the true and exposing of the false, and of reasoning on profitable themes.

But the historical study of literature can not observe these distinctions in all the writings which have manifestly influenced literary development. History, like a dictionary, must take things as they come, deal with them as they are, good or bad, if it is true to its purpose. Herein lies one of the reasons — but only one — which lead me to believe that there is wisdom in deferring the *systematic* study of the history of literature to the college course. I say systematic, because I recognize the necessity of supplying the historical setting to *any* literary production that is being read or studied intensively on its merits, unless it be in cases that are so nearly universal in content and diction that appreciation of them does not depend upon the time or circumstances that brought them forth.

The Deferred Course

What are some of the other reasons that favor the deferred course? The first is a pedagogical one, and may be clarified by analogy. It is not profitable for a pupil to study the history of music before he has sufficient grasp of its elements — knows enough of what music is — to enable him to appreciate the lessons that history has for him. It is of little avail to spend time on the history of mathematics till at least its fundamental processes are well understood in their ordinary applications. Do we not likewise impose a bootless task on our students when we set them to studying the historical development of literature before they have any adequate appreciation of what is being developed, before

they are initiated in the art of literature itself? Presumably something in the way of introducing them has been done in rhetoric; but only for the purposes of elementary rhetoric, and only by the exceptional teacher.

The second reason is closely related to the first. The greatest need of the student in the secondary school is not to know how literature was produced,—the evolution of its aims and ideals and forms,—but to know the good literature that has been produced—where it is, how to interpret it truly, how to appropriate its materials to his daily needs, and how to reproduce it in kind to the extent that his experience may allow. To do this well, he should not attempt too large a range, and with the help of his teacher may gain such knowledge of the historical setting of a given production as is essential to his purpose.

Another reason is that a majority of students do not go beyond the preparatory school. The time and energy during this short period of education can be spent much more profitably on the literature itself than in attempting to grasp what in the nature of the case is largely beyond their reach.

Then the greater number of students, our own especially, do not come from well-educated families, and will come out of the academy with greater strength if well grounded in the essentials of literature than if they followed the traditional method of dividing their time with its history and biography.

Equally important with any other reason, if not more so, for deferring the historical study, is that it makes room in the academy for the proposed initial course of six weeks in the literature of the Bible. This accomplished, the tradition of the Christian school is substituted for the tradition of the secular school; this, too, without any forced, sentimental, or unpedagogical departure from well-established school standards of thoroughness.

In the college, the student is more mature in mind and experience, riper in judgment, and better established in his habits and views. In the elementary school he got his rudiments; in the secondary school these were expanded and classified into working essentials; now in college he is ready for advancement in culture, he is to explore the fields of knowledge in their broader aspects, or he settles down to specialization for his chosen profession. In the former case it is very fitting that he broaden his view of literature by its historical study; in the latter case also, if he can make room for it, which, of course, he must in case he wants to specialize in English or allied work. Before taking it up, he will have had an additional year in rhetoric, which equips him more fully still with safeguards against literary folly, and with ability to grapple with advanced literary problems.

Even in the college, as well as in the academy, discretion and selection should be the watchwords. The study of authors in the spirit of hero-worship may easily become misleading. Both the worthy and the unworthy, from the Christian's viewpoint, have found a place in literature. That an author is included in the world's galaxy of literature is

not *de facto* evidence that his writings are profitable or even safe for the young Christian to read. A rational study of the development of literature will aid the student in understanding social, religious, and political movements of historical times, as well as add luster and strength to noble masterpieces; but if time or opportunity imposes limitations upon him, make sure of giving him the real thing in preference to the story about the thing.

To summarize: Defer systematic study of the historical development of literature to the college course.

Reasons: Historical study involves the consideration of the unworthy as well as the worthy in literature.

The laws of pedagogy require that we know what a thing essentially is before we attempt to study its history.

The greatest need of the student in the secondary school is not to know how literature was produced, but how to interpret and make use of such good literature as has been produced.

A majority of students do not go beyond the academy, and can spend their limited time for education more profitably on the literature itself.

The traditional method of teaching elementary literature does not give justice to young people of meager educational environment at home.

The deferring of the historical study makes room in the academy for the proposed initial course of six weeks in the literature of the Bible.

Provisions in the college for higher culture and for specialization, and its patronage by more mature students, make the pursuit of the historical development of literature more fitting and effective.

Efficiency in the Teaching of Agriculture

BY LOUIS A. DAHL

OUR weakness in agricultural lines is largely due to our failure to realize how much is included in the thorough study of agricultural science. We fail to comprehend its scope, and our ideals of agricultural education are consequently very low. To appreciate what a thorough training in agricultural science is, and what the problems connected with giving that training are, we need consider only one phase of agricultural science, study its scope and its problems, and, so far as is reasonable, apply our conclusions to the problems involved in teaching all phases of agricultural science.

Agricultural chemistry is the study of the changes occurring in soils, in the growth of plants, in animal digestion and metabolism, the preparation of foods, and the utilization of waste products. It deals principally with the chemistry of living processes, or of the materials produced by living processes. It is therefore clearly evident that it is not to be classed with other branches of industrial chemistry.

An elementary knowledge of chemistry is sufficient to give one a fairly good understanding of the chemical changes involved in many

industrial operations. These industrial operations are usually laboratory operations reproduced on a large scale, and hence are readily understood by the student who is to some extent familiar with the more common laboratory phenomena. But when this student attempts to explain in the same way the chemistry of vital processes, he finds that his superficial knowledge of general chemistry gives him no clue to the reasons for the reactions which take place. In fact, the reactions are very often exactly the reverse of those which he would expect.

The study of chemistry is the key to agricultural science. It has been through investigations involving chemistry that the greatest discoveries concerning agriculture have been made. As our knowledge of agricultural chemistry is limited, to just that extent will our general knowledge of agricultural science be superficial. It would perhaps be profitable to consider briefly what constitutes a thorough training in agricultural chemistry.

THE CHEMISTRY OF THE SOIL.—The soil is a chemical, physical, and biological laboratory, in which changes are continually taking place that give to the soil its power of supporting plant life. Since the plant draws its nourishment from the soil in the form of soluble salts, the study of soil chemistry is not merely a study of the composition of the soil. It deals principally with the soil solution, and the changes which it undergoes when influenced by tillage and the use of fertilizers. Since the soil solution is extremely dilute and exists in the presence of undissolved substances of all kinds, the reactions are not such as might be expected in concentrated solutions in laboratory test-tubes. Mass action is involved, and therefore some knowledge of physical chemistry is necessary for a definite understanding of the subject. Definiteness, not superficiality, is what we need.

THE CHEMISTRY OF PLANT GROWTH.—The chemistry of plant growth is the study of the transformation of water, carbon dioxide, and the soluble salts of the soil, into the complex organic matter found in all plants. It is only by studying plant nutrition that one can gain a definite knowledge of soil chemistry in its relation to agriculture. Hence, instruction in plant nutrition either should be carried on simultaneously with instruction in soil chemistry, or these subjects should be brought so close together in the course that the connection between them is clearly understood.

The study of the products of plant growth deals mainly with the development of substances that are food for animals and man; and so it is readily apparent that the chemistry of plant growth is the connecting link between soil chemistry and animal nutrition.

THE CHEMISTRY OF ANIMAL NUTRITION.—The elements of food required by the higher animals and man are essentially the same. This subject of animal nutrition is therefore of importance both in its relation to agriculture and to the direct physical needs of man, and there is consequently a double reason for thorough, systematic study.

Besides these three natural divisions of agricultural chemistry, there

are special branches, such as dairy chemistry and the chemistry of insecticides and fungicides, which are not so closely related to general agricultural training.

Thorough work in agricultural chemistry requires previous training in general chemistry. But in our work we generally find that class work in agriculture is placed in the course of study as if it had no relation to general science work. Consequently there is little opportunity for the agricultural instructor to develop the scientific side of his subject beyond the capacity of those students whose previous training has not qualified them for good work. His efforts to raise the standard of his teaching are of no avail as long as his students are unprepared, and it is not at all surprising that he becomes discouraged.

Our agricultural work will improve wonderfully when we begin to plan for it as carefully and as thoughtfully as we do for other branches of our educational work. In our course of study we place rhetoric after elementary grammar so that the instructor in rhetoric need not teach grammar in his rhetoric class. We apply the same principle to everything except agricultural science, and as a result our class work in agriculture is the weakest part of the course.

Perhaps the principal reason for our failure to systematize our agricultural work is that there is so little specializing among our teachers. In the agricultural colleges the farm manager does not teach the chemistry of agriculture; this is done by the chemistry instructor. The manager of the dairy does not teach dairy chemistry and bacteriology; the instructor in chemistry and bacteriology are better trained for that work. But in our schools the farm manager is expected to teach all these things which involve the deepest scientific principles, while the science instructor, who generally has a much better scientific training, is taken up with his study and teaching of pure science. As a result, the agricultural department is all practise and no theory, and the science department is all theory and no practise. This condition of affairs may be overcome by uniting the two departments, in effort if not in organization.

Practical agriculture is not all practise and no theory, nor is it all theory and no practise, but it consists in the application of sound theory in the practise of agriculture. It is impossible for the application of theory to go beyond the theory itself. While the work on the school farm may have its ups and downs, on account of factors not entirely under the control of the faculty, as financial conditions and changes in managing boards, such plans should be laid as will insure constant efficiency in the class work in agricultural science. This has not yet been done.



Georg Friedrich Handel

BY KATE SIERKE

AT mention of this name there seem to fall upon the ear flowing melodies which, because of their harmonious spirit, are worth our listening to. The thoughts of one who is interested in music climb many a step on the ladder to his ideal, but still beyond he finds the name of Handel inscribed. Whenever it is pronounced, and in whatsoever country, this name sounds always the same. Handel is the genius whose music inspires our souls, who knows how to please our varying tastes, and who builds for us his grand choruses into a structure of finest art and beauty.

He did not seem destined at first to give to the world such glory.

His father, having many children, and considering music not remunerative enough for support, wanted him to become a lawyer. But his God-given talent could not lie unused, and as a child, Handel used to go at night to the piano to bring his first thoughts, which he could not express in any other way, into musical connection. His embryonic mind was full of melodies and airs, which had to flow out, becoming the source of a broad, deep stream, which never has been exhausted. In those early days he composed mostly for the oboe, which was his favorite instrument.

Through the position of his father as valet, he found opportunity to take part in the musical entertainments given at the Prussian court. Here the Kurfurst Friedrich III heard his extraordinary playing, and

offered to give him a musical education in Italy, which not only would have placed him at once before the world as a "wonder child," but at the same time would have determined his future in the musical world. But his father refused to accept this generous offer, having his mind fixed on his son's studying law.

Nevertheless Handel found later opportunity to visit Italy, to satisfy his longing to learn more of the Italian music, which was then at the zenith of its influence. Here he laid aside the strictness of his counterpoint, making place for a more charming flow of melodies.

His later life, the time of his most fruitful creations, he spent in England, where his operas and anthems were very favorably accepted, until for political reasons he returned to Germany, where he made the



GEORG FRIEDRICH HANDEL

decision for the future to write oratorios only. He was fifty-two years of age when it became clear to his mind that his talents were decidedly adapted to this style of music. It was in England again where he achieved success after success, and where the "Handelfeste" attracted the great masses of people.

Handel was practical in all the things of life. In his religion he was a Protestant. His heart was always open to give, and some of his writings, as the "Messiah," he devoted to a London hospital for foundlings, through which they found themselves enriched by the sum of \$48,000. He established performances for the prisoners, gave his name and a large sum of money for a Verein to support destitute musicians, and even remembered this society in his will.

He did still more in supporting the poor widow of his teacher, but his patience and resignation to the will of God when he lost his eyesight, is the most charming trait of his character; he had not only found joy in devoting his compositions to the sacred service of God, but had learned for himself the grace of submission in grief and affliction.

What does Handel mean to us? The world knows him, and admires his works; are we ready to pass him by, or to accept his music? Surely we ought to know more about him. Can we afford, from the educational standpoint, to withhold this music from our students? Would it be right to say that no one else can really interpret those beautiful solos which have brought glory to such a work as the "Messiah," as well as one who had communion with Christ, and knew from experience the meaning of those words, "I know that my Redeemer liveth"? What do those learn who take part in singing the great "Halleluiahs"?—That the interpretation of Handel's music can be made only from the standpoint of music. What advantage has this?—It involves an invaluable secret never to be lost sight of. When the "Largo," his best-known piece, is played on the violin, cello, or organ, and its first chords touch the ear, we unconsciously accept it as a satisfactory composition. Sadness and longing lie deep in it, and we rejoice in its simplicity. Solos in the same style, besides all those in the oratorios, are written for the voice, and are most beautiful for study. Shall we not begin to show greater interest in trying to understand more of the music of this master?

EDITORIAL

Notes

THE harbingers of summer presage a fragrant May and a rare June — those months so redolent of sweet memories to teacher and student. The halo cast about the closing days of school — a glow radiating from the sense of something attempted, something done — is but a miniature of the greater glory that will burst upon the senses of him who receives the “Well done” at the end of the Christian race.

OUR article on sentimentalism and purity is concluded in this number. Teachers will be well repaid to study this article and to bring it to the attention of as many parents as possible.

SOME are stoutly opposed to public programs for children, others are as fully convinced of their value when properly conducted. Both classes will do well to consider the question in the light of their character, methods, and results as presented in this number.

Literary Study of Literature

AFTER our article “The Historical Study of Literature” had been sent to the printer, we had the good fortune to come across an excellent article in the April *Educational Review* by Prof. Frank Aydelotte, of the University of Indiana, in which he discusses English composition and literature. His views on the history of literature accord so well with those expressed in our article, that we find pleasure in quoting briefly from them, especially since it is the first published opinion of the kind it has been our privilege to see: —

In literature the most popular form of introductory course seems to be a rapid survey of English literary history from Alfred or Chaucer to Tennyson. The purpose is to give the members of the class a bird's-eye view in order that they may understand, so to speak, the possibilities of the subject, may have their curiosity excited by different periods and authors, and be thus stimulated to further reading and study, and that they may learn at the beginning the place of each author in what is often called the evolution of English literature. To the writer it seems that this method is not successful. . . . The value of English literature is something quite distinct from its history or from the analysis of its form and technique. . . . Literary study of literature, as it might be called, should precede a formal or historical study of it. . . . The problem is not to give the student first of all a history of English literature or a knowledge of the principles of style, but it is rather to give him a conception of the whole subject, some notion of literature as a record of thought, and to make that notion as clear and definite as possible. . . . Some idea of the meaning of literature is the most important thing to be taught in a freshman course. We should select from the best of our English writers as many works as can be studied carefully, and no more, covering an extent of time and a variety of material wide enough to give some notion of the range of the subject, and study these for their meaning (that is, to get out of them as fully and completely as possible the most important things the author was trying to say), bringing to bear on this work just as much study of history and of style as will aid the student and not retard him.

W. E. H.

Our Journal Serials

MANY letters have come to us from teachers expressing their appreciation of the serials that have been running through the journal the current school year. These serials, they say, have been rich in suggestion and very helpful in detail to the busy teacher. We are well aware that the small size of our journal and its infrequency of issue, have imposed limitations upon the authors. They have had to confine themselves closely to technical detail and be content with few illustrations, which in some cases have made the serial appear incomplete. Yet we believe that this year's attempt to start something systematic in outlines and methods is a move in the right direction, and it is our purpose to follow it up another year, continuing some already begun and starting some new ones.

One feature of our plan in publishing these serials is to reproduce them in bulletin form — not because any of them are regarded sufficiently complete for permanent use, but to make them more convenient for the teacher to use while they are growing, and especially, to have them tested and criticized as far as they go, with a view to developing suitable ones into manuals. Some may in due time grow into a textbook. This may seem a slow process, but it can scarcely be more so than some of the book-making we have undertaken. Besides that, it is the natural way to work out reforms, and will assure in the end greater worth and greater certainty of acceptance than for one person to prepare and print a book before its matter or methods have been tested in the schoolroom, at least by any other than the author. To facilitate definite criticism and suggestion, the bulletins will contain blank space for the purpose.

The contributors of these serials have done their work so cheerfully that we should not be true to ourselves or to them did we not express our keen appreciation of their friendly and disinterested cooperation. Most of them are as busy and hard-working teachers as others who have felt that they had no time for helping others in this way; and they have done their work without promise of compensation. More than this, they are all persons who welcome intelligent criticism. It seems to us only justice and professional courtesy that those who are interested in these serials should offer their criticisms to the authors or to us. If there can be freedom and Christian frankness in offering judgments and suggestions directly to those who are responsible, rather than where it can do no good, or where it will not help in perfecting the work, we may hope for results worthy the effort.

One noticeable difference of opinion in letters that have come to us, is as to how far correlation can be carried to advantage in the elemen-

tary school. It is a subject which is just now claiming much attention among all educators, and it is one worthy of serious study by our own teachers. In a recent letter, one teacher, referring to our serial "Construction Work," says:—

There seems to be no connection between this and the other lessons, Bible and nature especially. I do not think this is always necessary or possible even, but during a large share of the first and second years, it is both possible and to my mind very desirable, and I might say even the third year. I believe right here is the place to teach primary numbers. It is not necessary to have a separate class for numbers in any of the primary grades if this construction work is prepared with that idea in view, and then we shall not have so many saying, "I can't find time in my crowded program for manual training."

In response to an inquiry from us on these points, the author of that serial says:—

As to the correlation of this work with other school subjects, in many cases there is no direct connection. In my work I give the period set aside for manual training, as also the drawing period, to a change of work for mind and muscle. I think correlation can be carried to extremes. To require every subject of the day to hinge upon but one thought and every class to hold to the carrying out of that idea, is a position akin to the one-study plan advocated by some, and is as pedagogically wrong as is the ready-made teaching that has all the lessons complete in a note-book which is preserved from year to year, and dealt out without modification to every class of pupils regardless of environment or temperament. Not that I disprove of writing plans. A teacher can scarcely have success otherwise, especially a young teacher, but are there any two pupils who can be taught the same lesson in exactly the same way?

My idea of manual training is that it should be a course that gives a child an elementary knowledge of the physical necessities of life, that takes him back to the days when each man was dependent upon himself for his own home, clothes, and food; that lets him understand what has been done in industrial lines by civilization; that leads him to value what has been accomplished. Such a course should teach him to raise food from the ground, to cook or otherwise prepare it, to spin, to weave, and sew his clothes, to model his dishes, make his furniture, build his house.

So much for the educational and historical value, then for the practical side. He should be able to raise fruit, vegetables, and flowers not only for himself but to obtain a commercial training as well; he should be able to make simple garments for his own wear, to cook simple food for the family, to make useful articles of various sorts. I do not know that this covers all that should be in such a course, but I wish that material of this kind could be gotten together and given our teachers in pamphlet form as a complete manual training course.

As an indication of her own modest estimate of this serial, as well as of the disciplinary value of such work, note this from the same letter:—

I feel that "Construction Work" has gathered up but a few loose threads of manual training. The outline is by no means complete, but comprises only a few odd things that a teacher might attempt who is hampered by lack of time and money. There is a decided connection between it and character building. That child who works at some object until it is *right* is putting solid timbers into his moral nature, and there is nothing that will educate the eye, the hand, or the body to deft, quick work like the exercise of those muscles themselves. The course teaches the child to make things that will be for his own use or convenience and to adapt to his needs the materials at hand, which would otherwise be wasted, and to make plain things beautiful.

It is needless for me to say that I have considered the serials of the present volume excellent, and trust they will be continued next year. The primary language is especially helpful, I think.

Such frank, good-natured discussion as this by these two teachers is to the point. We ought to have more of it.

W. E. H.

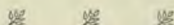
Agriculture in the Schools

OUR article on "Efficiency in the Teaching of Agriculture" is worthy of more than a casual reading. That the points urged in it are correct is supported by a recent (January, 1912) report of the Committee on Instruction in Agriculture in the United States Office of Experiment Stations. In this report the general relation of the natural-science courses to those in agriculture and other subjects is given in the following outline:—

AGRICULTURAL COURSE IN COLLEGE

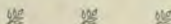
Freshman	Sophomore	Junior	Senior
Physics	Agriculture:	Agriculture:	Agriculture:
Chemistry	Zootechny	Agronomy	Dairying
Geometry and trigonometry	Agronomy	Zootechny	Farm mechanics
English	Meteorology	Geology	Rural economics
Modern language	Agricultural Chem- istry	Botany	Veterinary medicine
	Botany	Physiology	Horticulture and forestry
	English	Zoology	History and political economy
	Modern language	Psychology	Ethics
	Drawing	Modern language	

The arrangement of the college course here suggested proceeds on the assumption that it is best for the student to devote his time largely during the first two years to language, mathematics, and the fundamental sciences, physics, chemistry, and botany. He will thus be prepared for a better understanding of the more complex sciences of agriculture, zoology, animal physiology, and veterinary medicine in the second half of his course.



The *Catholic Educational Review*, organ of the Catholic University of America, Washington, D. C., after commenting upon the determination of Congress to encourage the teaching of agriculture throughout the country, points out the Catholic policy in these significant words:—

Catholic educators are beginning to ask themselves what they should do in this direction. If instruction in agriculture is to be given to the children of our rural districts in the public schools, should not such instruction also find its way into certain of our Catholic parochial schools and high schools? Catholic schools can not hold aloof from a general movement of this kind which seems destined to bring so many benefits to the people. Will it be possible to send our children to the public schools for this element in the curriculum, and even if it be possible, would it be advisable? The burden of supporting our schools at present is heavy, and it would seem that we must continue to bear an ever-increasing burden for the support of the public schools. There is no question, however, of the wisdom of continuing to develop Catholic schools so that they may in all respects be fully the equal of the public schools, nor does there seem to be any likelihood that we will withdraw from the position which we have thus far maintained.



One of the most helpful things done for teachers by the U. S. Department of Agriculture is the recent issuance of a circular of 36 pages containing the "publications of the Department of Agriculture classified for the use of teachers." The main divisions in the classification are: Publications Adapted to Teaching Agriculture (Educational,

Plant Production, Animal Production, Agricultural Technology, Agricultural Economics, General and Special Topics), to Teaching Botany, to Teaching Chemistry, to Teaching Domestic Science and Hygiene, to Teaching Geography, to Teaching Physics, to Teaching Physiology, to Teaching Zoology. In all there are listed over twelve hundred bulletins, circulars, etc. This document may be had free on application to Secretary of Agriculture, Washington, D. C., for Division of Publications, Circular 19.

W. E. H.

A Word to the Upper Grades

AMONG other regrets we have in looking over the work of the present volume, is that we have been able to give so little attention to the work of the upper grades in the elementary school and to the problems of the secondary school. Teachers have urged us by letter to take up some of these. We wish to assure them and all others that the work of these grades also lies close to our heart, and we purpose to give it more space next year. There is no nobler work to be done by the teacher than that of the last two years of the elementary school; there is no really higher calling for the educator than the work of the academy. It is in a fuller sense, perhaps, than any other the real school of the people. Here many youth are living away from home for the first time; here many of our sturdy young men and women look upon the walls of the schoolroom for the last time as students. Would that more of our college-educated men and women were content to espouse the cause of the academy for life, and dignify that work with the high Christian ideals of culture, character, and career that their superior educational advantages have fixed in their own lives.

What shall we say of the colleges — that they are a law to themselves? Verily they are of age, and have ideas of their own. Ideas, too, that are worthy of emigrating beyond the familiar confines of the schoolroom, in order that they may gather strength by their going and bless others along the way. To the college, in a special sense, belongs the prerogative of setting educational standards, and of exemplifying educational theories wrought out in the matured product; of saying to the parent, Here are the children thou hast entrusted to me for a season, take them and measure their growth; or of saying to the recruiting officer, Take these tried men and women and man your advance guard. The main fault we have to find with the colleges, from our standpoint, is that they are a little too self-centered, or — to use a less harsh term — a little too conservative of their ideas. It will do them and us and all the people good to bring these ideas out a little into the open arena of these columns. College men and women, you are old enough to volunteer, and we always set a high premium on spontaneous, volunteer contributions.

W. E. H.

TEACHERS' READING COURSE

YEAR ONE

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

Assignment: Chapters XXX-XXXV, designed to cover the months of May and June.

CHAPTER XXX

Faith and Prayer

1. Give a simple but essential definition of faith. Note the two elements in it.
2. Enumerate some of the things that faith does.
3. Illustrate how the gift of God is in his promise.
4. What is the origin of individual faith?
5. By what two means does it live and grow?
6. Make a list of Bible examples of faith, and what each person withstood, including those cited in the eleventh chapter of Hebrews.
7. Mention some members of the "world's true nobility."
8. For what special reason does every one need the sure Guide and Helper in the smaller as well as the greater affairs of life?
9. Show how a sense of God's presence inspires courage, and how his presence affords protection and deliverance.
10. What two classes will faith specially help?
11. What must we understand about the divine science in the prayer of faith?
12. Who only can teach the lessons of faith?
13. How may we learn the secret of strength in these strenuous times?

CHAPTER XXXI

The Life-Work

1. What is the value of a well-defined aim in life? What aim is set before the youth of to-day?
2. What is God's purpose for the children growing up around our hearths?
3. What conditions in the earth cry for gospel help?
4. Show that God is a sharer in the suffering that sin has caused.
5. Are all called to be ministers or missionaries? What are all called to be?
6. What Christian element is lacking in much of the respectable education of to-day?
7. Point out a fundamental misconception of life in its relation to education; of education in its relation to life.
8. What is the practical result of education on this basis?
9. Show that *all* the children in the family should be given equal opportunity for education.
10. On what basis is our life-work determined?
11. Give the two chief causes why men do not become what they might.
12. What was the example of Jesus in this respect?
13. How is skill in service to be gained?
14. In what ways may proper regard for church relationship enrich the life service?
15. What place does God's plan give to the common people?
16. What exalted association and education do God's faithful workers enjoy?

CHAPTER XXXII

Preparation (of the Under-Teacher)

1. What is the mother's opportunity as first under-teacher of the child?
2. Why is her work often a failure, or nearly so?
3. What knowledge should men and women have before marriage? Give some Bible examples of its importance.
4. Write an outline of essential qualifications for teaching as presented on pages 276-280.

5. What should be the teacher's chief consideration in the responsible work of molding and guiding the young?
6. What should be the teacher's attitude toward self-improvement?
7. How may the teacher obtain sufficiency for all these things?

CHAPTER XXXIII

Cooperation

1. What is the true relation between teacher and parent?
2. Where does cooperation properly begin? and where should it continue?
3. Point out the disastrous results of failure on this point.
4. What double benefit comes from an interchange of effort between parents and teacher?
5. How does the principle of cooperation apply within the home? within the school?
6. Mention some Bible examples and principles of cooperation.

CHAPTER XXXIV

Discipline

1. What is the true object of discipline?
2. What is one of the first lessons to be learned with this end in view?
3. What must be enlisted in the effectual learning of this lesson? How?
4. Why is the effort "to break the will" of a child a great mistake?
5. Show how the training of a human being should differ from that of a dumb animal.
6. What considerations should the teacher keep uppermost in dealing with the will?
7. How should the sense of honor enter into discipline?
8. What care in the making of rules aids in predisposing students to obedience?
9. Why should well-considered rules be enforced? With what should there be no compromise?
10. How only may true liberty be obtained and preserved?
11. What should be avoided in the effort to correct evil?
12. When only is the true object of reproof attained? Characterize the delicacy of this work.
13. What two elements on the teacher's part should enter into discipline?
14. What wise course should be taken in the matter of public discipline?
15. What ought every school to become to tempted youth? How may it so become?
16. What is the example of the divine Teacher?
17. For what sterner discipline should the training in the home and the school prepare the youth? What are stepping-stones to this result?
18. What is the watchword of true education? How should it be applied?

CHAPTER XXXV

The School of the Hereafter

1. Read again in this connection the first paragraph in the book.
 2. What school equipment is provided for the future life? What will be left out?
 3. What conditions will increase the student's capacity and joy in learning?
- Pages 302-304.
4. What revelations will be made in the ministry of angels?
 5. How will the perplexities of this life there appear?
 6. What compensation awaits the toiling, unselfish parent and teacher who may seem to have wrought in vain? the faithful laborer in the field?
 7. How will the gifts of God be studied?
 8. What will be the social privileges of the life to come?
 9. What kind of music and song will be there?
 10. What exchanges of knowledge will there be between redeemed and unfallen beings?
 11. In what are the greatest joy and the highest education to be found in this life? in the life of the hereafter?
 12. What one word will express the feeling of every inhabitant of the universe in the world to come?

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

Assignment: Pages 218-274, for the months of May and June.

GENERAL TOPIC — SEAT WORK**I. Purpose and Direction**

1. Why is a program as necessary for seat work as for the recitation?
2. What relation does the seat work bear toward discipline in the formation of the habits of the child?
3. How can the distribution of materials be made a lesson in order?
4. Show the necessity of personally looking over all the seat work.
5. What is wrong with the assignment "Write all you can about China"?

II. Suggestions for Seat Work**(A) RELATED TO READING**

1. Name ten ways in which word-cards can be used.
2. How can old magazines and newspapers be of help to the teacher?
3. What exercises will aid the child in recognizing both script and print?
4. What points should be insisted upon in all copy work?
5. Explain how the elements of grammar and composition can be taught the very young child by means of his seat work.

(B) RELATED TO NUMBER

1. Name some easily procured materials that ingenious teachers may use to good advantage in teaching number.
2. Show how pictures may make a problem clear to a child.
3. Mention one seat exercise and the material that might be used in teaching each of the following: counting, addition, subtraction, fractional parts, and measuring.

(C) REQUIRING OBSERVATION

1. Why is it important that a child be given work testing his powers of observation?
2. What are the benefits of the sand table?

(D) FOR THE OLDER CLASSES

1. To what will the seat work of the advanced classes generally be confined?
2. Explain the importance of early teaching a child how to study.

GENERAL TOPIC — TALKS ON SCHOOL SUBJECTS**I. Moods and Manners**

1. Study to acquire the "request which always implies obedience."
2. What are some of the habits which drive gentleness and study from the students?
3. How does the teacher's mood affect the whole school—your school? Note 1.

II. For Monday Mornings

Do not the books used in our church-schools, and the lessons taught, permit such subjects as are discussed under this head to come in naturally every day as the substructure of the lesson?

III. The Schoolroom Atmosphere

1. Does your school resemble A or B?
2. What is the secret of B's success?

IV. The Program

Study with care the excellent advice regarding the value of arrangement as to the proper sequence of classes and the avoiding of monotony. Note 2.

V. The Lesson

1. What are the three lessons by which "knowledge-getting, power-getting, and the test of knowledge and power" may be attained?

2. Mark the most important statement, "Lack of definiteness in the teacher's thought will lead to a lack of definiteness in the illustration," and study the examples given. Note 3.

3. What is the real meaning of "drill," and what method is necessary for its success?

4. In a *good* recitation, how many members recite?

5. Why should the teacher not follow too closely the question-and-answer recitation? Note 4.

VI. The Discipline of the Schoolroom

1. How may proper discipline aid in the growth of character? Note 5.

2. How can you harmonize "true liberty" and discipline?

3. What are many of the habits which a child may gain by the right method of discipline?

4. Do not overlook the important sentence, "Let the voice be low, clear, and decisive, impelling quiet." Note 6.

5. Note the remark, "Penalties should be in line with the offense, when possible," and carry it out in your imagination by applying it to common misdemeanors of your own class-room.

6. How may the home conditions of the pupil affect your attitude toward him in matters of discipline?

7. Why is a close study of the character of your pupil necessary for just discipline?

Notes

1. One of the most distressing sights is that of a class of bright, active, happy pupils under the direction of a nagging, unhappy teacher. Above all things, he who aspires to teach should possess a happy disposition. School boards frequently jest about employing the best-looking teachers, but there is more philosophy than foolishness in such selections; not that a pretty face is indicative of power to teach, but a face that reveals a happy disposition is evidence of one of the most important qualifications of a teacher. Good health and a happy disposition, with a bright mind and a lofty purpose, are essential qualifications. Beauty is not essential, but intelligence and happiness should be written in the face of a true teacher.—*Barrett*.

2. No thoughtful teacher will attempt to begin school without a carefully prepared program, both of study and recitation. This program will necessarily be tentative, but the teacher should either follow his program or change it so that it can be followed. . . . No teacher should adopt a program until he has modified it to suit his individual notion and to comply with the particular conditions in the school where it is to be used. This does not imply that there is no general plan in common use, but that details, so long as they violate no pedagogical principle, may be arranged to suit the local conditions.—*Ibid*.

3. Good methods of teaching are important, but they can not supply the want of ability in the teacher. The Socratic method is good, but a Socrates behind the teacher's desk to ask questions is better.—*Thomas M. Balliet*.

4. The teacher must vigilantly guard against presenting each lesson as a sort of cross-section of a subject. On the contrary, especial care should be taken to make plain the relations of the lesson to the subject of which it is a part, and to other subjects of which the learner has some knowledge and in which he has some interest. Especially must the lesson be made to touch the pupil's present interests at as many points as possible, and to awaken new interests.—*Roark*.

5. "Discipline is the result of training and study. In physical culture it gives a man control of his muscles, so that they are obedient to his will. In mental culture it gives him control of his intellectual powers, so that he is able under all circumstances to do the best work possible. In moral training discipline gives a man such control of himself bodily and mentally that he can resist temptation, discern good from evil, and make the best choice."

6. Self-control is a quality that stands in the very front rank as a characteristic of a good disciplinarian. It shows itself in bearing in general, and the calmness and perfect poise maintained when the most trying things happen. That teacher is very fortunate who can preserve a perfectly calm manner at all times. Next to him is the one who can keep a calm exterior even though deeply disturbed within.—*Bender*.

TEACHERS' ROUND TABLE

And Question Box

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

How Shall We Deal With Sentimentalism, and Foster Purity?

(Concluded)

BY MRS. CARRIE R. MOON

PROFESSOR STABLETON says: "That some boys and girls 'fall in love,' so to speak, is just as natural as that children exposed to measles take the disease. The problem that concerns the teacher is how to nurse them through the sickness."

Right here comes the greatest need of perfect confidence between teacher and pupil. Many a teacher has had a boy or a girl come to him, and tell the secret of a growing attachment for some schoolmate, and that gives the teacher the best kind of opportunity. Even if they do not confide these things to the teacher, the watchful eye can discern it in the manner of the pupils, and the wise teacher is alert for the first chance to deal with the matter. But the greatest tact is necessary, or harm will be done where good is intended. If he is harsh and severe, he will probably drive the young people from him, and lose all his power to influence them.

Professor Stableton tells of a boy of sixteen, the son of a Methodist minister, who was in his school. He was very bright and studious, but after a time his teacher noticed that a certain young girl seemed to be the center of attraction for him. The boy began to fall short in his work. Soon his younger sister wrote to his father about it, and this brought a sharp letter of reproof from the father, denouncing him for allowing the girl to take his mind from his studies. The boy was very angry, but fortunately, he had so much confidence in his teacher that he went to him about it. He said his father had no right to talk so to him, and that he would not submit to it; that he loved the girl and meant to marry her sometime. (Notice the effect of harsh severity at such a time.)

His teacher had been watching for just such a chance as this. He kindly asked, "Do you wish to marry her *now*?"

"No," was the reply, "not now, but sometime."

Then his teacher told him that sometime he would be of age, and no one could hinder his marrying whomsoever he chose; but in the meantime he ought to give his mind entirely to his studies so as to become a man worthy of just such a woman as he wished his wife to be. He told him plainly, but kindly, that he had not been doing good work in

school of late, and advised him to put all his energies to the stretch to make the most that was possible of himself until the time came for him to marry, then marry the woman of his choice.

That was perfectly satisfactory to the boy. He went to work with a will, his teacher meanwhile guarding them carefully that they might never be placed in any uncertain relations, but doing nothing that could be interpreted as an attempt to break their friendship. Before the close of the year, both the boy and the girl had recovered from the fancy.

In telling of this, Professor Stableton says, "Had I bitterly opposed the boy, or openly or privately upbraided him, there would have been no confidence between us, and under such conditions, I would not wish to be responsible for results. While vigilance is necessary, no amount of vigilance will make up for a want of confidence."

This same writer tells of another boy and girl who "fell in love" while pupils in his school. This was a denominational school, with quite strict rules. It became a regular custom for this boy and girl to walk together to and from school, and to seek each other's society whenever it was possible. The teacher talked with them privately, not reproving them for caring for each other, but telling them that if they continued in this way it would cause unfavorable remarks about themselves and about the school. He told them that if they cared for each other, they would not be willing to bring a shadow of unpleasantness upon the name of either; that they need not try to avoid each other, and that if they happened to walk to school together sometimes there was no harm in it, but it would be unwise to allow it to happen very often. They saw the wisdom in all this, and immediately changed their course in harmony with the teacher's wishes.

A similar case was handled differently. The parents forbade their daughter to have anything to do with the boy. This aroused stubbornness on her part. Both she and the boy thought she was unjustly treated, and consequently they met secretly, and spent evenings walking together in the dark. At last, they felt that they could endure it no longer, for this trial was just as real to them as the trials that come to persons of maturer years, and they really believed that they were being persecuted. When the girl went to school in the morning, she left a note saying that she should not return. It was found sooner than she had expected, and the father came to school to find her. This resulted in a conversation with the teacher, and the father was induced to try a different plan. He told the young people that they might associate, but that it must be in the girl's own home, and with the knowledge of her parents. This was a narrow escape from ruin and disgrace.

If we would keep our boys and girls pure, we must teach them the sacredness of their own bodies, and the responsibility of living. This can be taught in the study of anatomy and physiology, and in the study of plants and birds. Truly, we "are fearfully and wonderfully made," and the minds of the children can be impressed with that fact as they study the body, and how the wonderful wisdom of God was manifested

in its construction, every part being fitted for the purpose intended.

If possible, get the parents to read *with* their boys and girls, separately, the books "Almost a Man" and "Almost a Woman," "What a Young Boy Ought to Know" and "What a Young Girl Ought to Know." Another book that is very helpful is "Teaching Truth." Many helpful hints are also given in *American Motherhood*.

Many parents, I might almost say *most* parents, do not know *how* to teach these things to their children. The teacher may help the parents to see and understand their duty and privileges in this direction.

Above all things, let us teach our pupils the importance of confiding in their own mother. Teach them the awful danger of having a friend of either sex who tries to have them keep any secrets from their mother, that their mother is their *best* friend; will do more for them than any one else, and that they will never go far wrong while all their secrets are shared with her.

Let us teach them the importance of spending their time, while young, in such a way that they will be *fitted* for marriage with any one whom they may choose, when the right time comes, but that this can not be if they spend their time in love-making before they have obtained an education or made any mark in the world, while they are too young to make a wise choice.

The following, by Prof. C. C. Lewis, in his "Addresses for Young People," pages 248, 249, is right to the point:—

Young people should learn to be happy and cheerful together without being sentimental and silly. It is an unwise custom to be "going with" some one all the time. Many seem to think this the proper thing to do, as if all the boys and girls must be paired off before the eyes of the community, and if any little thing by chance disturbs this arrangement, there must be a great ado of fluttering about until another adjustment is made. Thus it often happens that boys and girls pass through a long course of these slender attachments like a humming-bird flitting from flower to flower, but seeming to be never satisfied to light. Such associations dissipate the affections until the owner is scarcely able to recognize or bestow true affection. Perhaps it is too much to expect that there should be in every case only one such alignment, and that the final one for the journey of life; but we should certainly approach as near as possible to that ideal.

In the journal entitled *Life and Health*, Mrs. M. L. Dickson truthfully remarks: "Most of the divorce cases are the result of matches contracted before a girl is old enough to be governed by her intellect rather than her impulses."

A Rule of Three

IN dibbling beans the old practise was to put three in each hole: one for the worm, one for the crow, and one to live and produce the crop. In teaching children, we must give line upon line, precept upon precept, repeating the truth which we would inculcate, till it becomes impossible for the child to forget it. We may well give the lesson once, expecting the child's frail memory to lose it; twice, reckoning that the devil, like an ill bird, will steal it; thrice, hoping that it will take root downward, and bring forth fruit upward to the glory of God.—*Spurgeon*.



OUTLINES FOR LITERATURE CLASSES

Question 6.— Please give a suitable selection of supplementary or outside reading for literature classes in our schools. A. L. M.

In the previous number we gave two lists of authors and selections, one for Academic Reading and Study, and one for Collegiate Reading and Study. We offer here a suggestive list for the student to read in connection with the historical study of literature, in addition to either of the two lists already given, as the case may be. Many other names are included in text-books, and may be given proper attention in the class, but it is thought that students should be assigned reading selected in at least the authors listed here, in order to gain a good idea of literary development in English.

In connection with this outline please read the article, "The Historical Study of Literature," beginning on page 3.

FOR THE HISTORY OF LITERATURE

English

- Wyclif — Translation of the Bible.
 John Lydgate — Fall of Princes.
 William Dunbar — The Daunce.
 John Skelton — Why Come Ye Not to Court? Colin Clout.
 James I of Scotland — The King's Quair.
 Sir Thomas Malory — Morte d'Arthur.
 The Pastons — Paston Letters (selections).
 Sir Thomas More — Utopia.
 Roger Ascham — The Schoolmaster.
 Hugh Latimer — Sermons.
 Sir Walter Raleigh — History of the World.
 Spenser — Faerie Queene (selections), Prothalamion.
 Sir Philip Sidney — Sonnets, Arcadia (selections).
 John Lyly — Euphues.
 Richard Hooker — Ecclesiastical Polity.
 Shakespeare — (See list for collegiate reading and study in the previous number).
 Ben Jonson, Beaumont and Fletcher — Short selections.
 Dryden — Alexander's Feast, Hind and Panther.
 Lord Clarendon — History of the Rebellion.
 Jeremy Taylor — Liberty of Prophesying, Holy Living.
 Locke — Thoughts on Education.
 Abram Cowley — Essays and Poems.
 Francis Quarles — Emblems Divine and Moral.
 George Herbert — The Temple.
 Izaak Walton — Lives, Complete Angler.
 Chillingworth — The Religion of Protestants a Safe Way to Salvation.
 Sir Thomas Browne — Religio Medici.
 George Fox — Journal.
 Robert South — Sermons.
 Sir Isaac Newton — Principia, Treatise on Revelation (selections).
 Robert Herrick — Short selections.
 De Foe — History of the Plague (selections).
 Swift — Tale of a Tub.

Young — Night Thoughts.
 Johnson — The Rambler, Lives of the Poets.
 Thomas Chatterton — Selections.
 George Crabbe — The Village.
 Coleridge — Ancient Mariner.
 Byron — Childe Harold (selections).

American

Captain John Smith — Occurrences and Accidents of Note in Virginia.
 Cotton Mather — Ecclesiastical History of New England.
 Jonathan Edwards — Inquiry Into the Freedom of the Will.
 Jefferson — Autobiography.
 Washington — Farewell Address.
 Noah Webster — A Grammatical Institute of the English Language, American Dictionary.
 Bryant — The Ages, Autumn Woods, Iliad and Odyssey.
 Emerson — Nature, English Traits.
 Mrs. Stowe — Uncle Tom's Cabin.
 Poe — The Raven, Bells.
 Bayard Taylor — Views Afoot.
 Curtis — Literary and Social Essays.
 Whitman — O Captain, My Captain.
 Howells — Venetian Life, My Literary Passions.
 Burroughs — Locusts and Wild Honey, Sharp Eyes, Winter Pictures.

Any teacher who does not readily find these selections in suitable form, will be cheerfully helped by any educational publisher, on making his wants known.

FOR ACADEMIC BIBLICAL LITERATURE

In offering suggestions for this study, we wish to say frankly that the outline of work given below has not been tested in every detail, but previous experience leads us to believe that such a plan worked out with care and prayer will be fruitful of rich and lasting results. The aim is to restrict technical study to what is required for a good grasp of content and spirit; by making these dramas from real life as realistic as possible to the student, to imbue him with a love of the noble and true and with a hatred of evil — this, too, without much moralizing or exhorting; and to make him intelligent on the qualities of good literature, with suitable exercises in oral and written expression.

Our previous suggestion was that the first six weeks be given to Biblical literature. In the list of selections below, more have purposely been included than can be covered in this length of time; perhaps not more than three or four a week could be properly done; but it is intended that the teacher have plenty of room for personal choice, going outside of this list, of course, if he prefers. The selections are so made that they can be dealt with largely as *wholes*, rather than fragments.

In lieu of a formal introduction to the literature of the Bible as a whole, such as would be suitable in the collegiate grade, it is recommended that the teacher give well-prepared preliminary talks, together with assigned library readings for students, substantially as follows: —

The Bible is a whole literature in itself: —
 In the period of time covered
 In variety of content and style
 In universality of interest

- The Bible is a literary model: —
 In the employment of literary devices
 In the exhibition of literary qualities
 In its impress upon other literature
- The Bible outranks all competitors: —
 In its dealing with truth and error
 In its moral influence over readers
 In its wearing qualities and utility

A daily working outline is here suggested, to be used as far as applicable to each selection: —

- For the narrative: —
 The historical setting —
 When? Where? What called it forth?
 Who acted a part in it? —
 The leading ones. The less important.
 Chief incidents in the story —
 Their sequence. Any essentials lacking? Any unnecessary details given?
 Outcome of the story —
 The climax. The closing.
 The lessons to be learned
 The literary form
 The style and diction
 The story retold: orally; in writing
- For the didactic: —
 Include such of the outline for the narrative as applies
 Consider also: the topic, steps in development, unity, coherence, emphasis, conclusion

The selections in the following list vary much in length and content, and should be assigned accordingly: —

- | | |
|---|---|
| The Story of Eden | On Evil Company (Prov. 1: 10-19) |
| Cain and Abel | Counsel to a Son (Prov. 2: 1-9) |
| The Story of the Flood | The Rewards of Obedience (Prov. 3: 1-10) |
| The Offering of Isaac | Sloth and the Sluggard (Prov. 6: 1-11) |
| The Winning of Rebekah | Woes of Wine-Bibbing (Prov. 23: 29-35) |
| The Story of Joseph | A Sonnet for the Youth (Eccl. 12: 1-7) |
| The Story of Moses | The Childhood of Jesus (Luke 2) |
| The Deliverance of Israel | The Temptation in the Wilderness |
| The Giving of the Law | The Call of the Fishermen (Luke 5: 1-11) |
| The Fourth Address of Moses | The Test of Discipleship (Matt. 7: 15-29) |
| Israel Delivered From Jabin | The Parable of the Sower |
| Song of Deborah and Barak | The Feeding of the Multitude |
| Gideon Subdues the Midianites | The Ten Virgins |
| David and Goliath | The Prodigal Son |
| David Reproved by Nathan | The Lost Sheep |
| Jotham's Fable | The Raising of Lazarus |
| Elijah and the Prophets of Baal | Signs of Christ's Coming (Luke 21) |
| Jonah's Mission to Nineveh | Peter's Pentecostal Sermon |
| Isaiah's Call | Stephen's Apology |
| Joys of the Ransomed (Isaiah 35) | The Conversion of Saul |
| The Complaint of Zion (Lamentations 5) | The Imprisonment of Paul and Silas |
| The Eagle and the Cedar (Ezekiel 17) | Paul's Defense Before Agrippa |
| Daniel at School in Babylon | The Carnal Heart Under Conviction (Rom. 7: 14-24) |
| Nebuchadnezzar's Manifesto (Daniel 4) | Subjection to Civil Power (Rom, 13: 1-7) |
| Queen Esther | Spiritual Gifts (1 Corinthians 12, 13) |
| Nehemiah's Prayer (Nehemiah 1) | Living by Faith (Heb. 10: 38 to 11: 40) |
| Psalms i, viii, xvi, xix, xxiii, xxxii, xlii, lvii, xc, xci, ciii, cxxvi, cxxxvii, cxlvii | The New Earth State (Rev. 21: 1 to 22: 5) |

In these selections are represented such types of literature as: historical incident, episode, and national movement; the epic, the prophecy, the address, the parable, the essay; the ode, the sonnet, the anthem, the elegy, the song, the meditation; the exposition, the miracle, description, the argument, the plea. They deal with topics national, personal, household, civil, ecclesiastical, social, economical, prophetic, didactic, devotional.

Great care should be exercised not to let the study become formal or unduly technical. Vary the method of treatment, and work earnestly to keep up interest and enthusiasm. Failure on these points is more serious in the study of Biblical than of secular literature. W. E. H.

THE NORMAL

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

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

NOTE.—Some have been in doubt as to how much ground the outlines in this series are intended to cover. So far (including this number) they have covered the first term only, but in all three grades, on the supposition that the teacher would adapt them to the grade being taught. The author says:—

"I am sure that the average church-school teacher would of necessity have the three grades combined for the Bible lesson. I have given the memory verses found in the Manual, sometimes in one year's outline, and sometimes in the other. If the pupils are too young, it is an easy matter to omit an occasional one; the older pupils might learn them all, only four a week at most."

Lesson 41

MEMORY VERSE: Gen. 1: 25

AIM.—To teach about the creation of land animals, and thus to broaden the child's view of God as the Creator.

INTRODUCTION.—Review the creation of water and air animals, making an outline on the board.

LESSON.—From memory verse bring out the two general classes of land animals,—beasts and creeping things,—writing the list of each, given by the pupils. Compare with water and air animals, to show the wisdom of the Creator in fitting each class for its environment. Most of these facts may be brought out by questions, thus holding the attention of the pupils.

CONCLUSION.—Job and Solomon tell us why we should study the animals: Job 7:

7-10; Prov. 6: 6-8. Emphasize the lessons taught, bringing out the wisdom of God in classified creation.

Lesson 42

MEMORY VERSE: Ps. 32: 9

AIM.—To classify the pupils' knowledge of the domestic animals, creating an appreciation of, and spirit of kindness toward, them.

INTRODUCTION.—Look over the list of land animals, marking those known as domestic animals. Why so classed?

LESSON.—Decide which is the more useful to man—horse or cow. Try to classify the facts about them (see chapter 10, lessons 21, 22, in "Bible Nature Studies"). Test observation of children by asking how these animals lie down and get up. Bring out results of kindness to the animals; they seem to remember those who mistreat them.

CONCLUSION.—Draw lesson from the memory verse. These animals are God's creatures, and should not be abused.

Lesson 43

AIM.—Same as lesson 42.

INTRODUCTION.—Talk of pets, for both use and pleasure, calling such classifications from pupils as horse, cow, dog, cat, birds; of wild animals, as mice, rabbits, rats, etc.

LESSON.—Draw from pupils their knowledge of the cat and the dog, also what they know of other animals belonging to the two classes they represent (lessons 18, 19, in "Bible Nature Studies"). Many interesting facts may be told of both animals, tending to teach sympathy for, and kindness to, these animals.

CONCLUSION.—Dogs are often referred to in the Bible, more particularly to what are known as street dogs. They were and are still considered unclean. In the cities of the East these dogs are disturbers at night by their howling. Ps. 59: 6, 14. Some are silent as Isaiah speaks of. Isa. 6: 10. Used figuratively: False teachers (Isa. 56: 10, 11); dumb—do not warn faithfully of coming danger; greedy—never get enough; selfish—love to slumber, lazy; blind—not willing to see.

Apply to the daily life of the pupils, for we should all be watchmen.

Lesson 44

MEMORY VERSE: Prov. 30: 28

AIM.—By studying the spider as one of this class, to awaken in the child the desire to study the tiny creatures about us and to learn lessons from them.

INTRODUCTION.—The animals classed as beasts have four legs. Talk of animals having numerous legs. Question as to their usefulness.

LESSON.—The spider is not an insect; has eight legs, two parts to its body. Many classes of spiders. (Florence Bass's "Animal Life" gives lessons on the bridge, water, underground, and other spiders.) The common spider is an intruder, not even asking permission to build on our porches or in our parlors. Question as to how he builds. He teaches perseverance and industry; is very orderly about his work; not lazy.

CONCLUSION.—Read Job 8: 13-15. The Hebrew word for "hypocrite" really means "profligate, ungodly." His hope is as uncertain as the spider's web.

Lesson 45

MEMORY VERSE: Prov. 30: 25

AIM.—To emphasize the instruction of Solomon about the ant—to "consider her ways, and be wise."

INTRODUCTION.—Question concerning the tiny creatures about us in the summer,—those of the air and those of the ground. Ask questions that will suggest the ant.

LESSON.—Tell what Solomon said, and as one writer put it, "If Solomon were talking to us, he would say: 'Watch the ant, little lazy child, learn how it works, and be wise.'" Tell of the little town under the ground, and the busy activity of the inhabitants. Make it real by telling of its streets, the homes, and the work done there; the faithfulness to duty; ease of accidents to the home; care of the helpless, etc.

CONCLUSION.—Draw practical lessons. The care of the mother ant or queen—how to treat our mother. No selfishness in the home, each does work faithfully. Watch how the little ants always stop to speak to each other when they meet. They are courteous.

Lesson 46

MEMORY VERSE: Gen. 2: 7

AIM.—To teach how man came into existence, and to emphasize the fact that he

was created a man; that, too, by the same divine power which spoke, and all nature came forth.

INTRODUCTION.—Review the steps of creation,—everything all perfect, ready for the creature who was to be the head, or leader.

LESSON.—Give a word-picture of the world on the sixth day after all the animals were created. Question the children, and get from them all their ideas of the crowning step of creation. Make it real by picturing the happiness of that family, able to talk face to face with Jesus and the angels.

CONCLUSION.—Just as all was perfection at the end of the sixth day, so will be the new earth, filled with one great, happy family. Read Rev. 1: 1; 22: 3-5.

Lesson 47

MEMORY VERSE: Gen. 1: 31

AIM.—To make a vivid picture of man's first home, and to help the pupils to realize the love of God in providing for his children.

INTRODUCTION.—Talk about homes, how some rent, others own fine homes, others have no homes.

LESSON.—Why did Adam and Eve need no houses? They were clothed with God's glory; there was no chilling blast, and nothing to make afraid. There was no fear among the animals, the lion and the lamb could lie down together. Let children name animals that could then dwell together in safety. Adam and Eve were given a special place; they took care of it. No weariness in their work; they were given everything needed.

CONCLUSION.—Question as to why this first home was so perfect. How should man have regarded this gift? Ps. 107: 8. God's love is the same to-day; his power still provides all we have.

Lesson 48

MEMORY VERSE: Gen. 2: 9

AIM.—To create a desire in the children for proper food; to care for their bodies because they are not their own.

INTRODUCTION.—Review the creation of seeds and fruits. Why do plants bear fruit?

LESSON.—Read Gen. 1: 29, 30. Write list, given by pupils, of trees bearing nuts or fruit good for food; same of herbs bearing edible seed. Make it real that man's original diet was fruits, grains, and nuts. After sin entered, he was given herbs as food. Gen. 3: 18. God knew what food was best for man; like Eve, we see that many things are good for food when they are not. Talk of the care of the teeth, and why.

CONCLUSION.—1 Cor. 6: 19, 20.

Lesson 49

MEMORY VERSE: Gen. 2: 3

AIM.—To emphasize the fact that the Sabbath was made at creation.

INTRODUCTION.—Give a brief review of creation week.

LESSON.—Picture the Eden home, with Jesus and the angels keeping the first Sabbath with Adam and Eve. It had been a very busy week, and now the happy family is taught to keep the Sabbath by the example of Jesus, the great Creator. After sin, when man had almost forgotten God and his Sabbath, God commanded his people to remember the Sabbath day. Ex. 16: 28. Then Jesus sanctified it, set it apart for worship, and made it a holy Sabbath. Teach that this fact can never be changed, any more than could our birthday be changed. What a day of joy that must have been to Adam and Eve!

CONCLUSION.—Read Isa. 26: 23, and explain how in the earth made new God's whole great family will keep the Sabbath together. Another day of joy!

Lesson 50

MEMORY VERSE: Ex. 20: 8-11

AIM.—To deepen the child's reverence for the Sabbath, leading to its proper observance.

INTRODUCTION.—Talk of memorials, birthdays, fourth of July, etc.

LESSON.—Repeat the memory verse. After sin entered and man had almost forgotten God, the Lord calls his children out from among the wicked people, and gives them the commandment to remember the Sabbath. Refer back to creation, to the

sacred, blessed rest Adam and Eve enjoyed. It is just as sacred to-day, and should be remembered all the week. Picture an orderly family with everything in readiness, — baths taken, clean clothes on, chores done, ready to welcome the Sabbath at the setting of sun in happy family worship. Who will meet with them at such a home?

CONCLUSION.—Not a day to be sad; we are to be happy and doing good and trying to please Jesus, who has done so much for us. We are not to seek our own pleasure.

Wood-Work — No. 5

BY CLIFFORD A. RUSSELL

It is not within the scope of this series to give minute specifications of the more elaborate pieces of wood-work which may be produced after the experience gained by following the course thus far. Many articles of real worth in the home may now be undertaken. The pains-taking student should now be able to do real cabinet-work. It is well, however, to require a little practise work in laying out and cutting mortises and tenons before attempting a difficult piece.

If kiln-dried oak is available, no timber is better adapted for cabinet-work. If you wish something especially choice, quarter-sawed oak may be procured. This produces the beautiful flaky effect so much admired. Walnut, cherry, ash, bird's-eye maple, or cypress may be used as desired. Probably oak will be the most easily obtained, and for all-round purposes is the most satisfactory.

Mission furniture, just now so popular, makes a very simple design, since it requires no turning. Books containing designs and specifications may be obtained from the American Book Company, or from any dealer in general school supplies, as Flanagan & Company, Chicago. Another little book containing many beautiful designs is sent out free as advertising matter by Thayer and Chandler, Chicago.

A few useful and attractive articles, in addition to those already given, are here suggested, all of which have been produced under the writer's direction in one of our schools: —

clock-shelf, or bracket	mission chair	curio cabinet
book-shelves	divan	library table
tabouret	hall rack	writing-desk
jardinière	center-table	brooder for young chicks
footstool	chest for towels or clothing	magazine case

All work must be planed down smoothly, then thoroughly scraped with a steel scraper, and lastly, sandpapered, first with the coarse and then with the finer paper (see article 1 in this series). A fine quality of steel wool is very good for finishing work. See that all joints fit before they are glued together. After the glue has been applied, the joints should be clamped, or otherwise firmly held in place for two or three days. If possible, use no nails where they will show. Where this can not be avoided, sink the heads, which should be small, beneath the surface by means of a nail-set or a punch, and putty the hole. Any unavoidable checks or imperfections must be carefully filled with putty.

All wood having an open grain, as oak or ash, must be filled. To

make this filler, buy a few pounds of crystal white, which should not cost over three cents a pound, some boiled linseed-oil, Japan drier, and turpentine. Make a paste of equal parts of oil and drier with the crystal white. This may be kept in a closed vessel to be used as needed. When ready for use, thin it with turpentine to the consistency of paint. If you wish the dark or weathered-oak effect, tint with lampblack to the desired shade. If you prefer golden oak, use Vandyke brown or burnt umber in the same way. By combining the brown and the black, you may obtain any intermediate shade desired. Should you wish a greenish tint, use chrome green with the brown. The filler is applied with a brush, taking pains to fill the grain thoroughly by brushing across it. The work should stand from ten to twenty minutes, according to the temperature of the room and the rapidity of drying. It should then be thoroughly wiped off with a cloth, using a clean one for final wiping. Be sure that the filler is well cleaned out of the corners.

In a day or two after the filler has been applied, the piece may be finished. If a dull finish is desired, the piece should be waxed with a preparation made for this purpose, which can be obtained of any dealer in paints and oils. This may be applied with the hand or a soft cloth, and rubbed with dry flannel.

Where a gloss finish is desired, a good quality of varnish, thinned with turpentine to the proper consistency for spreading, should be applied. When this is perfectly dry, smooth with very fine sandpaper or steel wool, and apply a second coat of varnish.

For such close-grained woods as whitewood, basswood, or cypress, a wood stain is needed. This may be obtained in any color, with full directions for use, of any dealer in painter's supplies. Walnut and cherry may be used in natural color, by simply waxing for a dull finish, or by applying two coats of varnish for gloss.

In concluding, allow me to urge again the importance of accuracy and perseverance. Better, far better, produce one article during the year which is a credit to the pupil and the school, than a half-dozen articles showing only slipshod work. "Whatsoever thy hand findeth to do, do it with thy might."

Blackboard Suggestions for Oral Bible Nature

BY DELPHA S. MILLER

By referring to No. 1 of this volume of the journal it will be seen that the blackboard drawings in that number were intended to illustrate the first two or three lessons in the first-year outline. The present illustrations are intended to follow those in order, having been omitted at the proper time to make room for giving suggestions far enough in advance of the teachers' class-room work to be of some benefit during this present year.



Plate I shows the earth lighted up at the word of God. Draw a circle with the flat side of the chalk, filling in and blending to give the appearance of a sphere. Make the outer edges of the circle clear and clean with firm pressure of the chalk.

Plate II is given with Lesson 9. The earth, light and glowing, is enveloped with clouds which lie close upon its surface.

Plate III tells the story of the evening and the morning, Lesson 10. Make the distinction between the dark and the light parts of the earth quite plain. Still the mists cover it. Charcoal may be used for the black.



Plate IV may be used for Lessons 11 and 12. We see the lighted side of the earth and the side which lies in shadow, but the air has lifted the clouds and the "open firmament" is seen.

The work of the heat, the winds, and the clouds may all be made clearer by the picture in Plate V, although Lesson 13 is the one more particularly illustrated here. A few suggestions for the drawing of all these clouds may be necessary. Draw with curving strokes until the space is covered and the desired shape is drawn in. Then with the fingers blend the edges until they appear soft and gray. If any parts

are to appear lighted up, use hard pressure of the chalk and do not blend the outer edges, but make the outline clean-cut.

Many pleasing pictures may come to the mind of the teacher for the illustration of Lesson 14,—windmills, sailing ships, clothes drying on the line, trees bending in the wind, and leaves flying. This little hill-side with the bending grasses and trees, and the boys flying kites may appeal to the child mind. Trees and boys are drawn against the gray sky with charcoal and touched up with chalk. The kite strings may be put into a picture if it is not too small. They are omitted here for that reason.

Plate VII may be used with Lessons 16 and 17. It will be seen that a gray surface lies next a black one or a white one. The tendency of the amateur will be to draw the hills too high and the curve of wave and beach and point of land a *curve*. Instead, these curves should be drawn as *angles*, not curves, letting the majority of the lines be horizontal. Vertical lines are used only in the reflection of waves upon the wet sand and the cliffs and waterfalls in the distance. The brook which comes from the hills is a series of angles and horizontals, although you may know it pictures the curve of a stream.

Construction Work

BY FLORENCE HOWELL

PRIMARY DIVISION

WITH the return of spring the desire for outdoor life grows insistent, and little feet and hands tingle with the impulse to paddle in mud and start that most enticing of all occupations, the bakery. The teacher of to-day brings this safe and natural play within the reach of the pupil, and turns this energy into a channel that will bring returns both now and in all after-life.

Clay can be obtained from any school supply company, either in a hard mass or in what is called clay flour. I would recommend the latter, for it is a little more convenient to handle, I think. A box (5 lbs.) will furnish enough for fifteen to twenty pupils, and the clay can be used over again. No matter how dry it becomes, a little water will make it pliable again.

Select objects that are recognizable by form. Apple, peach, pear, lemon, muskmelon, banana, grapes, nuts, potato, squash, onion, turnip, rabbit, duck, goose, chicken, are all good for form, and are easy to make.

In working the clay, lay a sheet of drawing-paper on each desk, and require the child to keep his clay over this. There is no need for the floor, clothes, etc., showing that clay has been used. Mold the clay with the balls of the fingers, not with the palm of the hand. Rolling or rubbing the clay makes it dry rapidly on the outside, while it remains soft inside, thus giving it the unhealthy shiny appearance clay workers avoid.

If a projection is needed at any place, add a piece of rough clay to the mass at the desired point, and mold after it has been so thoroughly



worked into the mass that it is a part of the mass itself and no crack is visible. In making the stem of the apple do not form a stem and stick it on, for as soon as dry it will fall away from the apple; but punch up a part of the sphere into the shape of a stem, or add a new lump to the sphere as just directed.¹

The crease around the peach can be made by a string. The eyes in the potato are impressions of the finger-nail and the point of a pencil. The fingers, and occasionally the pencil or penknife, are all the tools needed, and much more valuable work is done with them than with purchased tools. As far as possible have the objects themselves for the

¹ All the articles in the two pictures on this page have been made by pupils in Battle Creek Academy, nearly all by those of the first and second grades.



pupils to copy. Where this is not advisable, as in the case of animals, let the children have a second chance to model the animal, and between times encourage them to observe all points that they were not sure of.

How beautifully this work correlates with the Primary Bible of the first term! By all means, review points made last fall; they can not be too firmly fixed in mind. I have known students in the eleventh grade to be undecided whether vegetation or the solar system was created first — a rather important point in distinguishing true and false science. In modeling the grapes, tell of the bunch brought back by the ten spies from the land of Canaan — typical of the fruit of the future Canaan.

Much work can be nicely done in relief. Make an oblong or circular plaque by putting one daub of clay beside another and pressing them together; it should be about one-fourth inch in thickness when done. Next take the rough clay and put it on the plaque in the general shape of the desired relief, and after pressing it solidly into the clay foundation, model it into shape.

Let the children illustrate their Bible, reading, and language lessons in the clay. The animals going into the ark, the test of Abraham, Jacob at the well, Joseph's dreams, story of Balaam, call of Samuel, David as a shepherd, Esther before Ahasuerus, Daniel in the lions' den, the wise men, the flight into Egypt, the raising of Jairus's daughter, many of the parables and miracles, Peter in prison, etc., are stories in the Bible work that lend themselves readily to illustration. Of course, this illustrating will be very crude at first. In it the imagination plays a very strong part. Just a lump of clay here to represent something and another lump there, then let these lumps take on the attitude of the thing represented.

ADVANCED DIVISION

1 small note-book		2 pieces thin tan leather 2½" x 2½"
2 pieces strawboard 4" x 4"		2 pieces brown bindery cloth . . 4" x 5"
2 pieces strawboard ½" x 4"		1 piece tan chambray 4" x 6½"
1 piece thin tan leather 5" x 6½"		2 pieces tan wrapping-paper . . 3½" x 3½"

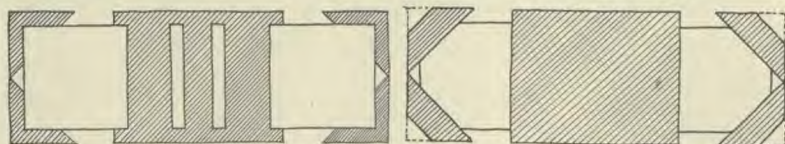


FIG. 1

FIG. 2

Glue the large pieces of strawboard to the wrong side, the large piece of leather lapping one-half inch, and glue the small strips of strawboard in the center of the leather, placing them one inch apart. Cut the small leather squares in two diagonally, making four right-angled triangles for the corners. Glue these to the strawboard on the outside, allowing the edges to project one-half inch (Figs. 1 and 2). Cut off the lower corners of the bindery cloth (Fig. 3) so that it will just fit over the edges of the leather corners and back piece, glue this in place on the outside of strawboard, and it will also project one-half inch past the strawboard. Glue the edges down over the strawboard, and line the inside of the leather with the chambray (any thin cloth will do), turning in the edges neatly and gluing, and line the inside of the strawboard with the paper. Bore holes through the note-book where the narrow strips of strawboard are, or better, have some harness-maker set eyelets in these places. The leaves can be tied in through these holes, or rings can be used.

- | | | |
|---------------------|-------------------------------|------------|
| 1 large note-book | 1 piece red leather | 5" x 10½" |
| 2 pieces strawboard | 2 pieces black bindery cloth, | 6½" x 10½" |
| 2 pieces strawboard | 1 piece chambray | 5" x 9½" |
| 2 pieces paper | | 6" x 9" |

The leather and large strawboard should lap one-half inch, the small strips should be glued on the leather one-half inch from the edges of the large pieces (Fig. 4). The bindery cloth should overlap the leather on the outside of the strawboard one-fourth inch, then the edges of the leather and cloth should be turned neatly over the strawboard and glued. Line the leather inside with the chambray, and the strawboard with the paper. Set eyelets or bore holes through the strips of strawboard about one and one-half inches from the top and bottom of the note-book. Fasten the leaves in with a shoe-string.



FIG. 3

CANDLE SHADE.—

A chance to apply some of the design work of the drawing class.

Draw two concentric circles with diameters three inches and ten inches, respectively, cut away the inside of the three-inch circle and the outside of the ten-inch circle, fold in the center and cut in two, one half to be the pattern for the candle shade (Fig. 5). To decorate it, fold it into eighths, and let the creases serve as guide lines in drawing a design, for which you may use the one in Fig. 6 or make an original one.

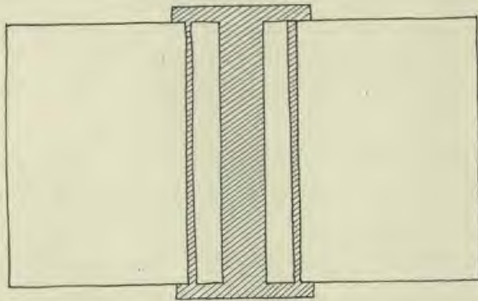


FIG. 4

Japanese rice-paper or a kind that is commonly called onion-skin paper, is best because while it is as transparent as tissue-paper, or perhaps more so, it is very strong and will also take water-colors beautifully; but any paper will do, even to ordinary wrapping-paper. If you use the transparent paper, simply place it over the pattern, and draw off

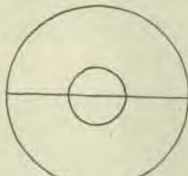


FIG. 5



FIG. 7



FIG. 6

the design and shape of the pattern. Allow one-half inch at the end for lapping, also at the top and the bottom for turning under, and slash the latter so they will fit around curves. Cut out a skeleton form, consisting of a narrow edge at the top and the bottom and three or four connecting strips, from thin cardboard (Fig. 7). Lay the rice-paper over this and paste, turning the edges over neatly at the top and at the bottom, and lapping at the end. Slip the finished shade upon a candle shade holder (you can get one at any five-and-ten-cent store for five cents). These little shades can be used over a mica form, and then, of course, there will be no danger of catching fire.

CLAY STATUES.—Model a child from another class who will take some easy pose, as carrying a pail, sweeping, and planting flowers. Imagination work may represent persons of different occupations, as a blacksmith, a

postman, a shepherd. In this work ask such questions as, "What will distinguish this man from all those of other occupations?" "How should he be dressed?" "What should be around or near him?" "What should he be doing?" Do not attempt faces or any particular parts. Try to get good proportions and general attitudes. The same principles given in the primary division apply to all clay modeling.

BUSTS.—One pupil may sit for the rest to copy. It will be necessary for molders to change their viewpoint occasionally during their work, that they may have all sides right. Shape the head and shoulders first, then work out the features, building

on here and digging away there. Busts descriptive of different races of people may be attempted: the Negro, with his thick lips, receding forehead, round eyes, kinky hair; the Indian, high cheek-bones, thin, bent nose, stoic expression, feathers; the Mongolian, slant-eyes and queue.

POTTERY.—Make a bowl for the first object. Press the clay into a ball, then start the hollow by pushing your thumbs and fingers into it. Wet the thumbs and fingers slightly, and with the thumb on the inside and fingers on the outside of the mass, draw the sides up gradually, keeping an even thickness of not less than a quarter of an inch. Make articles of various shapes and for various purposes. Suit the shape to the use; make the pottery as graceful and novel of form as you like, but do not let its pretty shape spoil its usefulness. A pitcher that will not pour, or a vase that is too easily upset is not a beautiful thing, no matter how pleasing to the eye. Plate, wash-basin, pitcher, vase, goblet, oatmeal bowl, and mug are some of the pieces that may be made. The object must be symmetrical, and of sufficient thickness. If made large enough and fired in a kiln, then glazed and fired again, the pottery can be really used. Following is a good mat-green glaze: Lead, 168 parts; spar, 111 parts; barium, 20 parts; oxid of copper, 4 parts. Mix thoroughly, grinding in a mortar. Then add water, stirring it well until it reaches the consistency of thick cream. This glaze will fuse at a temperature known as cone .06.

Primary Sewing—No. 2

BY RUBIE OWEN

SINCE the advent of the manual-training idea there have been developed new methods in teaching all subjects. In the correlation of the various domestic arts and sciences with what we usually call the literary subjects, each has had its influence in changing the methods of teaching the other, and the influence has been of mutual benefit. The teacher of manual training, even though he may specialize, must have some experience in general teaching in order rightly to relate his teaching to school life as a whole. On the other hand, the general teacher, if he be interested in what we call the "laboratory method in education," will find his knowledge of the arts and crafts of great value in making many a lesson, which would otherwise be dull and uninteresting, full of life because of its having been connected with the making of something useful.

In developing the methods of teaching sewing, two extremes have been reached. One teacher has tried to teach it, as she would a day's spelling, by the dictating method, while another has given almost no dictation, but spent the most of the time in giving individual help.

By using the first method alone, one is apt to bring in a formality or stiffness which takes away much of the delight of the home art. The second method used alone places the teacher in the attitude of a servant of the class in a sense that lowers the dignity of the recitation, and makes the student dependent. There are good points in both methods, and fortunate is the teacher who can combine the best in each.

In the elementary school where the theory and laboratory work are given in the same period, it is a good plan to take the first few minutes for the new lesson or recitation. Sometimes you may have little conversations over new plans and ideas; again, you may have the students

recite on a lesson in textiles, or you may conduct an interesting review drill on the principles used in the stitches that they have been making. After the theory work you may have the sewing-boxes opened and the work of the hour begun.

It is a rule in the teaching of manual training not to help the pupil by working on his piece, but where it is necessary to demonstrate, do so on a demonstration frame made for the purpose, or on a small sample piece of your own. Pass down the aisle at least once during the period to inspect the work, and give any little help that may be needed.

A matter of first importance is a thorough preparation on the principles to be taught, and of the materials to be used. If there is one subject above another where a lesson plan is a help, it is in manual training, for it is here that we have a large number of materials with which to deal. Plan your models ahead at least one term, and have all the materials at hand for the required models. Wherever it is possible, cut your patterns from bonnet board so that you can mark around them with a lead-pencil, and you will find that much time will be saved, as the method is so simple that a large part of it can be done by the pupils themselves.

The plan usually followed to cover the expense, is to charge a manual-training fee at the beginning of the year when the list of books, etc., is handed to each child.

Furnish the manual-training room with the view of fostering a home atmosphere, and let all take pride in keeping it clean, neat, and attractive. It will go a long way in cultivating a spirit of refinement.

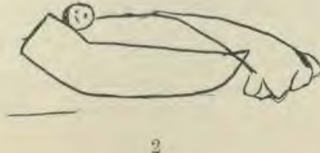
Primary Language

BY FRANCES A. FRY

THE material of the Bible lesson may be used during the language period, like the following on the story of Moses:—

- | | |
|---------------------|-----------------------|
| 1. The wicked king | 3. Pharaoh's daughter |
| 2. Moses in the ark | 4. The loving teacher |

Have the children tell the story orally in paragraphs, following the outline on the board. The outline is given by the children. They delight



in seeing how many sentences they can give for the first paragraph, how many for the second, etc.

For seat work, or some means of expressive action, have the children illustrate with water-colors or crayons each paragraph. (Page 37.)

The following story was written by a second-grade pupil in answer to questions written upon the board: —

Abraham was a good (1).

He lived in the (2) of Haran.

Because the people worshiped (3) Abraham left, and went to the land of Canaan.



1



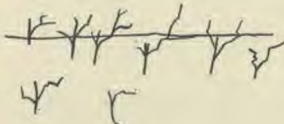
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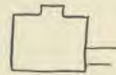
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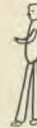
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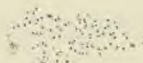
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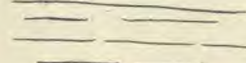
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12



13

The land of Canaan was beautiful for its (4), (5), and (6).

Abraham built an (7) and thanked God.

One night God called Abraham out of his (8).

God told him to look up at the (9).

God told him that he should have many (10).

God also told Abraham that he should have as many children as the (11) of the (12).

Abraham believed God and his (13) was made glad.

Drill on *was* and *were*. Write the following sentences on the board, and have them read by the children: —

- | | |
|---------------------------------------|---|
| 1. The little boy <i>was</i> kind. | 1. The brothers <i>were</i> unkind. |
| 2. He <i>was</i> loved by his father. | 2. They <i>were</i> loved by their father. |
| 3. He <i>was</i> given a coat. | 3. The boys <i>were</i> shepherds. |
| 4. His coat <i>was</i> beautiful. | 4. They <i>were</i> jealous of Joseph. |
| 5. His father <i>was</i> good to him. | 5. They <i>were</i> sent out to tend sheep. |

Next erase these sentences, and have the children supply the proper word in the following sentences: —

- | | |
|------------------------------|---------------------------|
| 1. The little boy — kind. | 3. His coat — beautiful. |
| 2. They — jealous of Joseph. | 4. The brothers — unkind. |

Erasing these sentences, write new sentences containing *was* and *were*, and have the children change them from singular to plural, as the case may be.

The little boy was kind.

The little boys were kind, etc.

The children are now prepared to write original sentences containing *was* and *were*.

Drill on the homonyms *son* and *sun*: —

- | | |
|--|-----------------------------------|
| 1. The <i>sun</i> rose clear this morning. | 3. The <i>sun</i> gives us light. |
| 2. The king's <i>son</i> was brave. | 4. My <i>son</i> is coming home. |

Have the children spell and define each italicized word. Writing opposite the first sentence, have the children dictate another sentence containing the same (italicized) word.

School Programs for Children

BY LENORE E. HOWE

SCHOOL programs of the right kind are an important means of training the child for his future work, and of breaking down prejudice among persons not of our faith. To get the hearty cooperation of the child, he should be made to feel that he is a responsible part of the program. When he comes to believe that he is really a worker with God, that he is to present truth to the people that perhaps they would never receive in any other way, he is eager to do his best.

The subject-matter in all our programs should be only such as is appropriate for church-schools. While nothing of a dry, wearisome nature should be permitted, neither should silly things that have no point and teach no lesson. The following story, presented in the form of a dialogue, has been used, and is allowable because it has a point: —

A little boy, wishing to help in missionary work, decided to part with his pet kittens. He knocked first at the door of the Methodist minister and explained his errand. "Well, my boy, I am very glad that you are willing to sacrifice your kittens to the cause of missions. Are they good kittens?" "O, yes, sir, they are good; they are Methodist kittens."

"Well, well," laughed the minister, "you may keep the kittens and sell them to some one else, but here is a dollar for your mission."

Soon afterward, while walking down the street, he came upon the boy offering the same kittens for sale to an Adventist minister.

"What kind of kittens are they? are you sure they are good kittens?" he heard the gentleman ask. "Good! Yes, indeed, they're good; they are Adventist kittens."

Amazed at the boy's modern business methods, the first minister cried out, "Why, how's that, young man? I thought you told me last week that those were Methodist kittens!" "Yes, sir, I did; but they've got their eyes open since then."

The Bible is rich in material that may be presented in a variety of forms and ways. I will suggest a few of these: First, short readings, where one pupil asks the questions, and others answer by quoting texts previously committed to memory; second, exercises where A asks B the first question, B answers it and asks the next, and so on through the

subject; third, dialogues on temperance, capital and labor, nature of man, why we are Sabbath-keepers, why we are Adventists, etc.; fourth, recitations teaching purity, honesty, truthfulness, obedience, and respect.

Songs appropriate to the occasion, and emphasizing the points brought out by the other exercises, should be plentifully scattered throughout the program. If sung with the spirit and the understanding, their influence is very great. Many persons have been converted through song alone. If the child is taught to study carefully the thought contained in everything he presents, his interpretation and presentation will be much more effective.

One cause of at least partial failure in many programs given by children is the low, indistinct tone in which the parts are given. No one enjoys or receives benefit from an exercise when he has to sit on the edge of the seat and strain his ears for something he fails to get. From his entrance into school, every child should be taught to speak distinctly, and loudly enough to be heard. This not only aids him in his present and future work, but adds to his decision of character.

Our school in San Francisco once gave a program on some of the leading points of our faith. A gentleman who was very much prejudiced, was invited by his daughter, who had recently accepted the truth, to be present. He said that he never enjoyed children's exercises as he could not hear what they said; but he finally consented to go, not knowing what the program was to be. After it was over, he remarked to his daughter, "I heard every word those children said." He was very enthusiastic in expressing his appreciation, but best of all, he had received truth which shortly afterward he accepted.

A child who has done well in the preparatory work, is sometimes overcome by embarrassment when standing alone before an audience. One help in avoiding this is to have the school seated behind him on the platform as a sort of sustaining force. His teacher, sitting before him with a calm and trustful look on her face, even though she may be quaking inwardly, is also a source of encouragement. But before and above all, he should be taught to realize that the Lord is interested in his success. The teacher should say to him: "Be careful never to lose a sense of the divine Watcher. Speak as if the whole heavenly universe were before you." With this assurance, the child gains confidence.

During a series of meetings, an evening was set apart for the children and youth to present the truth to the people. One of the ministers was so afraid that the exercises would be a failure that he started off to attend a meeting in one of the popular churches. Suspecting the reason, we told him we did not think he would be disgraced, and that it would not look well for him to desert at such a moment. After the exercises were over, he said, with shining face and with tears in his eyes: "That was grand. Those little children stood up and said, 'We believe those scriptures, and therefore we are Adventists,' just as if they meant it." And they did mean it.

Many of us do not realize that some of the children and young people

in our ranks are already presenting truth that the world would not receive from us. Churches of different denominations are freely given us in which to present the temperance question. The pastors and leading workers attend, pleasant acquaintances are formed, prejudice allayed, and the way opened for future work.

In San Francisco our school was invited to furnish part of the program at the W. C. T. U. convention. The recitations and songs were well received. After the session closed, the women gathered about one of our girls, of fifteen, who had given a Bible reading on temperance. They expressed their wonder at the truths brought out and the manner in which they were presented, with no Bible nor notes at hand. Many of them asked for copies of the reading. Afterward they sent a large framed picture of Frances Willard as a present to the school.

Last spring, the W. C. T. U. of Hanford, Cal., asked us to furnish the entire program for one evening during their convention. The largest church in the city, the Presbyterian, was crowded, and the ushers told us that they had to turn a number away. Later the same program was given in the Methodist church in Lemoore. The pastors were present on both occasions, and in enthusiastic terms expressed to the people their hearty appreciation of the program, and their interest in a school that could present the cause of temperance so credibly.

Whole evenings may sometimes be devoted to special subjects. Two years ago when the petitions against the Sunday law were being circulated, we gave a program on the subject of religious liberty. Several hundred persons were present, and listened with marked attention to the essays, songs, and recitations. Finally a class of boys went to the platform to sing a song, the first stanza of which was as follows:—

I'm sorry for our Uncle Sam,
 I fear he's worried sore,
 Petitions from his boys and girls
 Not only rain, but pour.
 They say his constitution's bad,
 And needs a dose of creed;
 There's too much freedom in his veins,
 They recommend to bleed.

These boys had been instructed that if one of their number showed signs of breaking down, the rest should simply sing the harder, and they followed instructions to the letter. They started in with much vim, but O, the dreadful sounds that came from the platform,— sounds we had never heard before! It seemed that each boy was singing in a different key. First the audience smiled, then it tittered, but the boys only went on with renewed vigor. The teachers were in despair; all they could do was to stop the organist, who sat with them behind a friendly screen of plants. When the merriment had subsided, the principal arose and said, "In this song you have a good illustration of the Sunday-law agitation. It is pitched in just as many different keys as the boys' song."

In closing, I will state that we have found it better to have the children so trained that no calling of parts is necessary. No. 2 passes up while No. 1 passes down; thus there is no delay.

THE HOME SCHOOL



"I CAN TELL HE LOVES ME WELL."

GOOD FRIENDS

EVERY day, I like to play
With my big dog, Sleek.
I can tell he loves me well,
Though he can not speak.

I never hurt nor tease him;
He never snarls at me.
That is why we're such good friends;
We're kind as we can be.¹

The Kindergarten in the Home

BY KATHERINE B. HALE

Gift Four

FROEBEL says, "To present a child with playthings fully complete in themselves, thereby depriving him of the opportunity of enjoying and enlarging his inventive and imaginative powers,

is like a serpent hidden away in roses,— he stands helpless in his paradise, unable to taste or enjoy its charms." Naturally the child seeks to investigate for himself the interior construction of things. He endeavors, by changing the form of the object, to discover new qualities and the manner by which it may be put to different uses.

This explains, in part, perhaps, the satisfaction that the building gifts afford the child of kindergarten age,— that age when the child's instinct to know the inside of things generally leads him to destroy his toys and to find enjoyment in playing with the fragments.

We bring to the child in this new gift another cube of blocks. We ask him to invert it in the center of his building space. We have him draw out the lid, and lift the box from the contents. What is it we have? Let us investigate with him the cube that in size is the exact counterpart of our cube of Gift Three. The cube of Gift Three was cut but once horizontally and once vertically, giving us eight small building cubes; while this new gift has three horizontal divisions. The one vertical and the three horizontal divisions separate the whole into eight equal-sized blocks, each having a length of two inches, which is twice its breadth, and a breadth of one inch, which is twice its thickness.

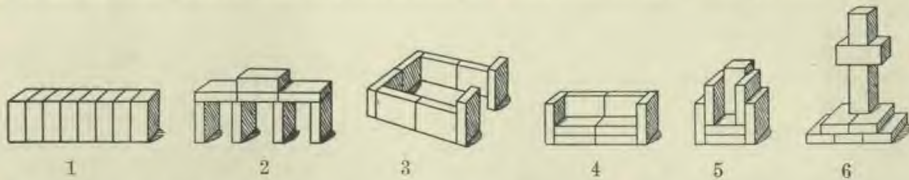
In comparing a block of this gift with a single block of the third gift, we find that the oblong is twice the length of the cube, half as thick, and equal in width; also that they each contain the same amount of material

¹ By Emma L. Eldridge, in "A Child's Reader in Verse."

or solid contents. The child hardly believes this possible at first, as he thinks that the oblong must be larger than the cube. But placing two cubes face to face and two oblongs face to face, and then placing them side by side upon the table, we clearly demonstrate that they are equal.

Continuing the comparison of the single block of each gift, he finds that the little cube looks the same upon whichever face we place it, while the oblong may occupy three different positions,—standing, lying, or sitting. While the cube has six equal faces, the oblong has two long broad faces, two short narrow faces, and two long narrow faces, thus requiring greater thought from the child to build from either dictation or invention than did the equal-sided cube of the third gift. Froebel, in introducing the oblong to the very little ones, says, "Now it sleeps [oblong resting on broad flat face], or stands and plays soldier [oblong standing on short narrow face], or sits on the grass at a picnic [oblong turned on the long narrow face]."

Let us suppose that we have our cube of oblongs piled up before us. Let us divide it into halves, vertically. Next divide it into quarters, and



then into eighths. Now let us count and recount the number of parts. Teach the child to build up the cube by putting it first into quarters, then into halves, and then put the two halves together to make the whole.

DICTATION FOR A LONG GARDEN WALL.— You may take the upper left block from your cube (Fig. 1)¹ and stand it on a line in front of you, turning toward you the long broad face. Next, take the upper right block and stand it on the right of the one just placed, the long narrow faces touching. Now you may take another block from your cube and stand it on the left of the first block, long narrow faces touching. So proceed until the entire cube is brought to the line, and we have made a high wall.

The children discover great possibilities in the new building blocks, the oblong form adding greatly to the pleasure of the little builders. The blocks may be arranged to form: the city gate (Fig. 2), an open garden (Fig. 3), a sofa (Fig. 4), a throne (Fig. 5), a monument (Fig. 6). In a similar way the child will enjoy building: the colonnade, the bell-tower, the open garden-house, a shaft, a well with a cover, a fountain, a closed garden wall, a watering-trough, a village, a pyramid.

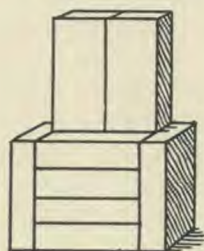
Care should be taken that the child does not play thoughtlessly, and that as far as possible, even while inventing, he develop one form from another. The child should be taught *never* to destroy one object or throw it down when about to build another. Only take away blocks as they are required for the new form. The dictation of the following furniture sequence illustrates this principle:—

¹ The cuts in this article are taken from "Paradise of Childhood," by Wiebe, and some of the matter is adapted from the same book.

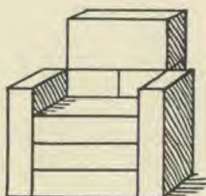
BUREAU.—Place the cube with cut running right and left before you. Draw the front half away. Let an oblong stand at either end of the back half, touching the end by the broad face. Join the two remaining oblongs by their long narrow faces and place on top for a mirror (Fig. 7).

WASH-STAND.—Let the two oblongs which formed the mirror stand directly back of the lying oblongs, touching them by their broad faces. Let the top oblong sit on the standing ones at the back (Fig. 8).

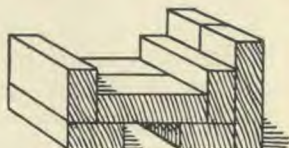
WRITING-DESK.—Lift sitting oblong in the right hand, and the two standing oblongs



7



8



9

below it in the left hand. Let the two oblongs lie on the remaining pile, projecting an inch in the front, the cut running back and front. Let the remaining oblong sit on them at the back, so its broad faces coincide with their short faces.

HAT-RACK.—Lift the three oblongs just placed. Let two stand at the back as before. Join the two remaining oblongs by the long narrow faces, and let them sit on the back oblongs.

CHAIR AND TABLE.—Join right and left oblongs by their broad faces. Let them lie, right and left, two inches in front of form. Lift the two top oblongs and let them lie across the two in front, the cut running front and back.

TWO CHAIRS.—Make a chair of the front oblongs, facing and similar to the chair of the four back oblongs.

BED.—Remove the back of the front chair and place it so that it touches the standing oblongs by its broad face. Lift the top front oblong and place it upon the oblong below it, so that its broad face coincides with the narrow front face of the oblong below. Fit in the remaining blocks for a mattress, the cut running front and back (Fig. 9). Then comes the orderly building of the cube.

It is desirable always to connect the objects with ideas, remembering ever that the play of the child is an educational opportunity. It is possible to have the child's best thoughts and feelings embodied in his play occupations. His love for father, mother, brothers, sisters, and companions may be strengthened by building perfect objects for them.

Encourage the children to work out for themselves with the blocks a sequence of moves illustrating a story or a sequence of thought given by the mother. She may suggest that the child build (1) a table, to help us think of our Lord's Last Supper with his twelve earthly friends; (2) change the table to a garden wall (Fig. 3), to help us think of the place to which he went for prayer; (3) lay the oblongs upon their broad flat faces to suggest the attitude of the sleeping disciples; (4) lift them and stand them in a group to represent the soldiers who came to take Jesus away; (5) build the front of a house,—he was taken to the king's house; (6) build a throne,—Herod was a king and sat on a throne (Fig. 6); (7) build the cross,—Jesus died upon a cross; (8) build a tomb,—he was laid in a tomb; (9) build a small table and chairs,—he ate with two of his disciples after his resurrection.

Talks to Children

BY MRS. MATTIE KELLEY

Talk VIII

SATAN and his angels often come to us, and try to make us do wrong. We can not see them, but we may know they are near when we feel like saying or doing something that is not right. The Bible says that Satan goes about like a roaring lion,—not that he makes a great noise, but that he is always seeking to harm some one.

No person in this world has always done right. But Jesus never sinned. He was tempted by Satan just as we are, but he overcame sin and Satan, and broke his power over us.

So we may overcome, if we trust in Jesus to help us.

Now we are going to study the life of Jesus, God's Son, who came from heaven to be our Saviour. We are going to learn how he overcame Satan, and lived a life without even one little sin.

When we are tempted, let us think of the life of Jesus, and do as he did. Then we shall be ready, by and by, to live with Jesus in his beautiful home beyond the stars.

When the time came for God to send his Son to this earth, he sent him as a little babe, and gave him an earthly father and mother, just as you and I have. Mary and Joseph were the names of the parents God chose to care for the little babe Jesus.

Mary and Joseph were good people, who loved and trusted God; and they knew God would send his Son to them, for an angel had told them this.

One night after they had taken a long journey and were tired, they wished to find a place to rest overnight in a little town called Bethlehem.

But the inn was full of people, and they had no place to stay except in a stable.

Here, in a stable, the little babe Jesus was born. Mary, his mother, wrapped him in swaddling cloths, and laid him in a manger.

Jesus came to earth as a little child, so that even little children may know how to be like him.

MEMORY TEXT: "The Father sent the Son to be the Saviour of the world." 1 John 4: 14.

Questions

1. Do Satan and his angels ever come to us and tempt us to do wrong?
2. How may we know they are near?
3. What does the Bible say about it?
4. Has any person in this world always done right?
5. Did Jesus ever do wrong? Was he tempted as we are?
6. What may we do, if we trust in Jesus to help us?
7. What are we going to study now?
8. Of whose life shall we think when we are tempted to sin? Why?

9. When the time came for God to send his Son to the earth, how did he send him?
10. What were the names of the parents God chose for the little child Jesus? Were they good people?
11. Where did they rest one night after a long journey?
12. Who was born here in the stable? Where was he laid?
13. Why did Jesus come from heaven as a little child?
14. Repeat the memory text.

BOOKS AND MAGAZINES

"A Child's Reader in Verse"

A RHYME-BOOK for children without an objectionable feature in its content. It contains 46 topics, of two to five stanzas each, grouped under the home, the school, out-of-doors, etc., each topic intended to impress a valuable lesson. Suitable for the first and second years. Illustrated. By Emma L. Eldridge (1911). Pages, 112. Price, 25 cents. American Book Company.

"Historical Outline Maps"

A series of forty blank maps for students of American history from Columbus down, together with suggestive directions to teachers and pupils for the use of each map. Bound in heavy paper. Size of page, 8 x 11 inches. By O. G. Foster. Price, 20 cents. Note-book to accompany, 20 cents; the two in one, 30 cents. The Historical Publishing Company, Topeka, Kans.

"Economy System of Penmanship"

The make-up of this very clever device consists of copy slips containing only one line each, arranged one on top of the other so that only one at a time shows, so fastened by a cord to a heavy paper back that the top slip can be turned over on its face without removing the cord, thus allowing the next copy to show. The exercise paper slides under the copy, so that when the pupil completes one line he slips the paper up enough to conceal his own writing, and so follows the original copy in each line of his own work. The heavy-paper back is formed into a pocket, with two divisions, one for the unused exercise paper, and one for the used, thus keeping it clean and in order when not in

use. The whole slips into an envelope numbered on the outside and providing a place for the pupil's name, the name of the school, and the designation of the room or grade. Each set contains from 25 to 50 copy slips, and there are seven sets in all, intended to cover grades two to eight, each set with its own pocket and envelope. The style of penmanship is plain and neat, with a natural slant. The copies contain no objectionable matter. A teacher's manual of thirty pages is supplied free. This system is already in use by some of our schools, and has been adopted in 1,400 or more places in the Central and other States, in many of them for five years. Retail price a set without exercise paper, 10 cents; with exercise paper, 2 cents extra for each 25 sheets, 8½ by 7¼ inches in size. By the dozen, a liberal discount to schools or dealers. The Laurel Book Company, Chicago and Des Moines.

"Hygienic Physiology"

This book is a triumph in modern textbook making, not only in its mechanical and typographical make-up, but in its pedagogical arrangement and development. Its plates and figures are especially fine, many of them being of such clearness and fulness as are usually found in medical text-books. There are four full-page plates in color in the body of the book, besides eight colored plates on the manikin order, at the back, each plate with a full key. Here and there through the book are sets of "Practical Questions," not mere catechisms on the text, but questions designed to draw out the application of things learned and to stimulate thought. A novel feature is suggested topics for exercises in writing,

such as, "Write a Letter to a Friend Who Has Begun to Drink," "It Is Easier to Keep Well Than to Get Well." The book is strong on temperance and hygiene, and rational on diet. Of this book, W. A. Ruble, M. D., president of Loma Linda College, says: "The concise, sensible, impartial way in which diet, exercise, drugs, and alcohol are considered, is very commendable. I am pleased to recommend it for use in intermediate grades of our schools." It is suitable for the seventh or eighth grade; for the academy or normal review work, "The Elements of Physiology," by the same author and on the same plan, is a stronger book. The book under review contains 285 pages, and retails for the remarkably low price of 60 cents. By Walter Moore Coleman. The Macmillan Company.

"Our Common Friends and Foes"

"The Story of a Toad was written to substantiate the belief that incidents of fact are quite as interesting as those of fancy, provided they are given a personality and a dramatic setting. The presentation of this and other stories to the children of several grades confirmed the belief." In these fascinating stories, all true to fact, the author has proved his point well. There are eight stories in all: Of a Toad, Of a Quail, Of a Bumblebee, Of a Chickadee, Of a Brown Ant, Of a Cabbage-Butterfly, Of a Mosquito, Of a Fly. Excellent for teachers to read aloud or tell to young children, or for older ones to read at sight. Illustrates well God's provision for his creatures, their struggle for existence under the reign of sin, and their help or hindrance to man. By Edwin Arthur Turner (1911). Pages, 143. Price, 30 cents. American Book Company.

"Manual of Experimental Botany"

A laboratory manual for a complete high-school course, in which botany is continuously correlated with practical gardening, farming, and bacteriology. Outlines are given for 228 experiments, dealing with the following topics: Common elements, food materials, osmosis, soils, seed plants—from seed to fruit, and cryptogams. Each outline consists of a statement of the object of the experiment, a list of apparatus, directions for doing the work, and questions or suggestions to guide the pupil to the interpretation of the results. The wealth of material includes so many alternative experiments that teachers will be able to

adapt their work to their special conditions and to follow a choice of topics from year to year. The drills are chiefly in function, requiring little dissection and only simple lenses. The laboratory equipment needed is simple, and much of it can be made at home at small expense. By Frank Owen Payne, M. Sc. Pages, 272, with illustrations. Price, 75 cents. American Book Company.

"Essentials of Arithmetic"

This book is true to its name. "Traditional materials that make no contribution to the mastery of the essentials of arithmetic have been carefully eliminated." And why not? What use has any pupil in the sixth, the seventh, or the eighth grade for any other than the essentials of arithmetic? The essentials are both usable and afford ample material for mental discipline. This book draws its problems "from the common field of every-day experience," and uses methods "commonly employed in business life." It contains "an unusually large number of exercises that are designed to give facility in numerical computations," and places a number of topics, clung to by some unprogressive teachers, in the appendix, where they belong, if anywhere. Considerable reference material of value is also found in the appendix. This book is already in use by a large number of our schools. By McClymonds and Jones (1907). Pages, 255, with an appendix of 66 pages. Price, 60 cents. American Book Company.

"English as Training in Thought"

This is the title of the article by Professor Aydelotte quoted from in one of our editorials. It is a rational, inspiring discussion of how studies in English, especially composition and literature, may be made the means of developing power to think—an accomplishment which is often defeated by the irrational procedure of consuming the young student's time and energy in learning who of the race have thought, and when they thought.—*Educational Review for April.*

"A Course in Moral Education"

This article outlines quite fully a four-year course in moral education for the high school. It gives a concrete idea of how some teachers are attempting to supply the moral element in secular education, the lack of which is so sensibly felt by many earnest observers both within and without the school.—*School Review for April.*

Christian Education

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"Essentials of Health for Intermediate Grades"

With rare skill the author compresses much into little space,—clear, definite, well-arranged. Decidedly pedagogical in make-up. A brief description of the principal organs, and a statement of their natural functions, precede the rules of hygiene. As far as possible the matter of the text is fully illustrated with appropriate cuts. An effort has been made to select only the essential facts of health, and develop therefrom a body of practical rules. Technical terms have been omitted as far as possible; when used, they are fully explained in the body of the text. The "Outline Summary" which follows each chapter is not only a summary, but an analysis of the subject-matter: it is also a lesson plan, and an order of class work. By John Calvin Willis, A. M., Ph. D., M. D. Pages, 302, with illustrations. Price, 40 cents. American Book Company.

"Study of the Paragraph"

"I have ideas, but don't know what to do with them; now, in mathematics, I know just what I am doing." So said a boy in school, and the teacher caught the idea that there is a striking analogy between the proposition in geometry and the paragraph in composition; and so built a book on the idea. Given: To Prove, Proof, Summary; The Subject Sentence, Its Development, the Conclusion; Period of Imitation, Period of Suggestion,

Period of Originality. To teachers who believe in the value of technical English, this little book of 125 pages will appeal. By Helen Thomas, A. M. (1912). Price, 50 cents. American Book Company.

"Latin for Sight-Reading"

Intended to follow the intensive reading of the Gallic War, Books I and II. Well selected from Books V, VI, and VII of the Gallic War, from the Civil War, and from six of the Lives of Nepos. With running vocabulary and notes, and an index of proper names. By Arthur L. Janes (1911). Pages, 238. Price, 40 cents. American Book Company.

Words of Appreciation

THE magazine is growing better with each issue. W. E. FORTUNE.

Our educational journal is a very practical one. ELIZA H. MORTON.

CHRISTIAN EDUCATION is growing better every number, and is to-day the most helpful educational journal published. Let us have its inspiration monthly.

CLIFFORD A. RUSSELL.

I am more pleased with the journal each month. MYRTA M. KELLOGG.

The main improvement it needs is to make it a monthly. J. J. REISWIG.



Washington Star

SPECIAL NOTICES

Spelling Booklets Ready

It is a pleasure to announce that the graded spelling lists prepared by Miss Katherine B. Hale for Grades 2 to 5 are now ready. They are made up into four booklets, one for each grade. Besides the "Directions for Spelling," the contents are arranged by months and by days, ten words for each day in Grades 2 and 3, fifteen in Grade 4, twenty in Grade 5, and sixteen days for each month, thus providing work for four days in the week, and leaving Friday open for review or supplementary words. The two new words at the head of each day's list are printed in boldface. All the words are selected from the pupil's vocabulary and various lesson books in each grade. Each word of more than one syllable is accented and syllabified. By the use of these booklets the teacher's work will be made lighter and more effective, and the pupil will greatly enjoy having a little "speller" all his own. Printed in clear type, on good stock, with heavy paper cover. Pages, 20. Price, 5 cents. Order from the General Department.

Educational Bulletins

In the current volume of this journal, of which this number is the fifth, we have been running a number of serials for the benefit of teachers and parents. Many letters received at the editorial office indicate a general appreciation of these articles, so much so that we have decided to have some of the more fully developed ones printed in bulletin form, for greater convenience to those who wish to use them, and for the sake of any who may not have been subscribers to the journal the past year. The Teachers' Reading Course will be of permanent value, being used from year to year by new teachers or candidates for teaching, and for this reason will be issued with a cover. The others will have no cover, but instead a title-page with the imprint of the General Department the same as on the cover. An additional and very important reason for issuing these latter in this inexpensive form (the printer has held the slugs for us) is that our teachers may have them in convenient form for testing out and thoroughly criticizing them, with reference to revising and enlarging them later for a teachers' manual or manuals. The serials to appear in this form are:—

Teachers' Reading Course—Year One. Pages, 24. Price, 5 cents.

Blackboard Suggestions for Oral Bible. Pages, 12. Price, 3 cents.

Wood-Work. Pages, 12. Price, 3 cents.

Construction Work. Pages, 16. Price, 4 cents.

Primary Language. Pages, 8. Price, 2 cents.

The bulletins will be the size of the journal page, and will include the cuts and diagrams. As there will be only a limited edition printed, orders should be sent in promptly to the General Department.

Pioneer Pictures Ready

The frontispiece in this number is the third of a series of pictures of pioneer workers in the denomination. The fourth and last of the first set will be ready about the time this number of the journal reaches its readers. Extra copies of these pictures are printed on fine enameled paper, and will be of better quality than our frontispieces have shown them. They have been produced in response to requests from teachers for use in the school-room. The first set contains James White, Joseph Bates, J. N. Andrews, Uriah Smith. Size, $6\frac{3}{4} \times 9\frac{1}{2}$ inches. Price, to one address, post-paid: 1 set, 10 cents; 3 sets, 25 cents. Order from the General Department.

Pray for Poise

"The American inclination to novelty is nowhere more manifest than in the teaching profession. It is time that those of us who are charged with the high responsibility of training childhood and youth should awaken to a solemn realization of the danger which lurks in ill-considered experimentation. The attempted practise of half-digested theories and the superficial imitation of the spectacular work of educational visionaries are menacing the coming manhood and womanhood of America. The average teacher or educational leader is in such fear of being held answerable to the charge of antiquity that, in utter disregard for the rights of the taught, he makes mad rush to get into the limelight with the rest of the educational crowd.

"But the denunciation of all advanced educational thinkers as 'faddists' is an easy way of escape for those who are opposed to progress. It is the subterfuge of the indolent. The educational 'stand-patter' is a worse sinner than the educational 'insurgent.' The reactionary is, after all, the chief culprit among the many educational offenders. If compelled to make choice between two evils, there is no question but that, with the end in view of the largest and best service to young life, we should choose progressive agitation rather than ultraconservatism.

"The earnest prayer of every progressive teacher of our own times should be for poise, for balance, and for real sanity. When that prayer is answered, the attitude of the true teacher toward every proposed reform or suggested advance in methods of education will be that of the scientist working in his laboratory. The scholarly investigator never accepts the half-tried theories of others as final. The research scholar submits his *own* original theories to the same tests he requires of those originating with others, and announces nothing as true, until, step by step, he has established himself in absolute and final conclusions. The upturned, expectant faces of the rising generation constitute a silent, pathetic, and impressive appeal to those who teach them to advance with the assurance of worked-out certainty, to be progressive without fanatical superficiality."

—President Guy Potter Benton, Miami University.