

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. IV

April, 1913

No. 7

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SUMMER | CAMPAIGN NUMBER



THE purpose of our summer educational campaign is twofold: to help make the virtues of the right kind of education appear at their full value; and to stir up parents and young people to make use of the means of education within their reach. We have good reason to push the campaign this year with more vigor than ever before. The steady rise in the attendance of our schools is indeed gratifying, but so far from leading us to slacken our hands, it inspires us with greater determination to roll up a larger list of students next autumn.

Our Contributors

Among our contributors will be found the Senior Student, the Veteran Teacher, the College President, the Veteran Preacher, the Freshman Student, the Junior Student, the Foreign Missionary, the Conference President, the Initiated Author. These will answer in a fresh, inspiring way the questions: What Is Education? What Does the Epithet "Christian" Mean in Education? What Do You Want an Education For? Where Are You Going to Get an Education? They will tell us also about the education needed for Native Work Abroad and for work among the Genteels at Home. They will ask the questions: Do You Want to Preach? Do You Want to Write? Do You Want to Teach? Do You Want to Farm? and will give some idea of what is implied in following up these legitimate, commendable desires. One feature that will open the eyes of many is the answer to the question, "Where Are Our Young People To-Day?"

Help Circulate It

Readers and friends, you have about two months yet for vigorous work in helping *treble our regular list*; then we want you to do all you can to give the Campaign Number the widest circulation it has yet had. It will bear date of July, but will be ready for the mail May 15.

Subscription and Globe Offers

These special offers hold good till May 1. You will find them given in detail on this page in the previous five issues, and on the opposite cover page in this issue.



PRODUCTS FROM A 6 X 10-FOOT GARDEN GROWN BY A THIRD-GRADE BOY



PRODUCTS FROM THE HOME GARDEN OF A SIXTH-GRADE BOY IN COLORADO

(See page 242)

Christian Education

Vol. IV

Washington, D. C., April, 1913

No. 7

Some of the Christian Teacher's Needs

BY MRS. E. G. WHITE

A Personal Knowledge of Christ

EVERY Christian teacher should have an intelligent understanding of what Christ is to him individually. He should know how to make the Lord his strength and efficiency, how to commit the keeping of his soul to God as unto a faithful Creator. From Christ proceeds all the knowledge essential to enable teachers to be workers together with God,—knowledge which opens to them the widest fields of usefulness. Many do not appreciate this knowledge, but in obtaining an education they seek for that which will be regarded by their fellow men as wonderful knowledge. Teachers, let your boasting be in God, not in science, not in foreign languages, nor in anything else that is merely human. Let it be your highest ambition to practise Christianity in your lives.

“Then shall we know, if we follow on to know the Lord; his going forth is prepared as the morning.” As the light of the sun shines with increasing power from morning till noonday, so, as you advance in the opening light of God's Word, you will receive more light.

Those who accept the responsibility that rests upon all teachers should be constantly advancing. They should not be content to dwell on the lowlands of Christian experience, but should be ever climbing higher. With the Word of the Lord in their hands, and the love of souls pointing them to constant diligence, they should advance step by step in efficiency.

The Teacher's Need of Prayer

Every teacher should daily receive instruction from Christ, and should labor constantly under his guidance. It is impossible for him rightly to understand or to perform his work unless he is much with God in prayer. Only by divine aid, combined with earnest, self-denying effort, can he hope to do his work wisely and well. Unless the teacher realizes the need of prayer and humbles his heart before God, he will lose the very essence of education. He should know how to pray and what language to use in prayer. “I am the vine,” Jesus said, “ye are the branches: he that abideth in me, and I in him, the same bringeth forth much fruit: for without me ye can do nothing.” The teacher

should let the fruit of faith be manifest in his prayers. He should learn how to come to the Lord and plead with him until he receives the assurance that his petitions are heard.

The Power of a Happy Disposition

Continual association with inferiors in age and mental training tends to make the teacher tenacious of his rights and opinions, and leads him to guard jealously his position and dignity. Such a spirit is opposed to the meekness and humility of Christ. A neglect to cherish these graces hinders advancement in the divine life. Many thus build barriers between themselves and Jesus, so that his love can not flow into their hearts, and then they complain that they do not see the Sun of Righteousness. Let them forget self, and live for Jesus, and the light of Heaven will bring gladness to their souls.

No man nor woman is fitted for the work of teaching who is fretful, impatient, arbitrary, or dictatorial. These traits of character work great harm in the schoolroom. Let not the teacher excuse his wrong course by the plea that he has naturally a hasty temper, or that he has erred ignorantly. In his position, he stands where ignorance or lack of self-control is sin. He is writing upon souls lessons that will be carried all through life, and he should train himself never to speak a hasty word, never to lose his self-control.

Above all others, he who has the training of the youth should beware of indulging a morose or gloomy disposition; for this will cut him off from sympathy with his students, and without sympathy he can not hope to benefit them. We should not darken our own path or the path of others with the shadow of our trials. We have a Saviour to whom to go, into whose pitying ear we may pour every complaint. We may leave all our cares and burdens with him, and then our labor will not seem hard or our trials severe.

"Rejoice in the Lord alway: and again I say, Rejoice," the apostle Paul exhorts. Whatever your disposition may be, God is able so to mold it that it will be sweet and Christlike. By the exercise of living faith, you can separate from everything that is not in accordance with the mind of God, and thus bring heaven into your life here below. Doing this, you will have sunshine at every step. When the enemy seeks to enshroud the soul with darkness, sing faith and talk faith, and you will find that you have sung and talked yourself into the light.

We open to ourselves the flood-gates of woe or joy. If we permit our thoughts to be engrossed with the troubles and trifles of earth, our hearts will be filled with unbelief, gloom, and foreboding. If we set our affections on things above, the voice of Jesus will speak peace to our hearts, murmuring will cease, and vexing thoughts will be lost in praise to our Redeemer. Those who dwell upon God's great mercies, and are not unmindful of his lesser gifts, will put on the girdle of gladness, and make melody in their hearts to the Lord. Then they will enjoy their work. They will stand firm at their post of duty. They will have a placid temper, a trustful spirit.



EDITORIAL



General Educational Council

THE program for the educational council which will be held one hour each day during the three weeks of the General Conference, has been completed. The subjects to be discussed are those which especially demand our attention at this time. While the meeting can not be called a convention, on account of the limited time given to it, yet as a council of educators it will give opportunity to bring to final settlement many questions that will make for progress and higher standards.

Some meetings of the sections will be arranged for, especially looking to the final revision of the syllabi and to improved methods of teaching. These meetings will probably be held three times a week.

Much interest has been taken in our plans for the educational exhibit. Space has been allotted for this in one of the Seminary buildings. Schools that have not made application for space should write immediately to the chairman of the committee on exhibit, C. A. Russell, 215 Dean Building, South Bend, Ind. s.

Moving in the Right Direction

IN our February issue we gave a brief account of the results of an educational council held at Pacific Union College in December, with a strong representation from the Pacific Union Conference. We had then only meager information by correspondence. Since receiving the report of the proceedings, printed in the union paper, we feel still more deeply interested in and enlightened on the work of that council. Some of the general principles of school administration which were brought out in the discussions are worthy of circulation and study outside of that union. We quote from the report of the council by President Andross:—

At the meeting of the General Conference Committee held in Washington, D. C., in September, 1912, some attention was given to the financial condition in our schools, and Prof. H. R. Salisbury, in giving his report of the educational work to the committee stated that certain of our schools had made good gains, while heavy losses had been sustained by others. "Often," he said, "the loss is brought about by the desire to add a higher grade or two." He urged that attention be given to this, that no college be established without General Conference Committee counsel; and that care be taken that some intermediate school is not led on, perhaps by an ambitious principal, to put in higher grades. There are colleges losing for lack of college students, and academies losing because trying to do college work.

During the discussion of this question, it was suggested that it would be better if we had fewer colleges in the United States; and that these be placed upon a basis where they may do superior work. From our experience during the past years, and from the experience of others, it seemed as if we were attempting to conduct too many schools with the higher grades, for the constituency that we have from which to draw students, and that it would be better if we would concentrate our efforts on three or four colleges, instead of sixteen schools with college grades, now operating in the United States.

As the result of this discussion by the General Conference Committee, a committee of seven was appointed by the chair to give consideration to the educational situation, and to suggest such changes as seemed necessary to meet the actual necessities of the denomination, and to give counsel as to how the present facilities may be more economically utilized, this committee to continue its work until the next General Conference.

From the report of the statistical secretary for the denomination, we find that during the past six years there has been a gain in the assets of our various educational institutions amounting to 120.37 per cent, while the liabilities have increased during the same period 239.93 per cent. From a careful study of the statistical report, it is very evident that the liabilities have been largely incurred by our high-grade schools. As stated in the report: "The chief reason for the increase in indebtedness, therefore, in our educational work, lies with our colleges rather than with the academies and intermediate schools."

This is due very largely to the fact that our academies have been doing higher grade work than formerly, and more such schools have been created; thus taking the students that should be in the colleges getting their advanced work, and leaving the colleges without the patronage that is absolutely essential in order to maintain successfully the large faculties that are necessary to carry forward high-grade work.

Some of our union conferences have recognized the need of careful study of this question, and have agreed to confine the academy to the lower grade of work, and pass on all the students desiring higher grade work to the college, where this work can be even more successfully given than in the academy. Where this has been done, the academies have benefited financially, and the college has greatly benefited. It must be evident to every one who will carefully study the situation, that it is necessary for us to give careful thought to the organization of our work, so that we shall not unnecessarily duplicate it, and keep in our employ several faculties to do the work that one might do to even better advantage than the two or more. Larger classes and better facilities are what are needed in our schools to prevent the accumulation of indebtedness and to raise the standard of our work.

From the recommendations that were adopted in harmony with these general principles, we select several that are of general interest:—

Recognizing the necessity of cooperation through our entire school system in the Pacific Union Conference so as to reduce the expenses of operating our schools to the most economical, consistent basis, and to bring about a more thorough and effectual training of gospel workers, we—

Recommend, 1. That church-schools confine their efforts to eight grades of work, unless their carrying on ninth-grade work is approved by their respective conference superintendents, and they are able to employ and do employ two or more teachers.

2. That the schools at Lodi and Fernando offer the regular academic course and the elementary business course, and that the elementary normal course be continued

for a period of two years only, beginning September, 1913.

3. That the school at Armona from September, 1913, give but ten grades of regular academic work.

4. That the regular college course, the ministers' course, the advanced normal course, the premedical course, and the course in commerce be conducted in the Pacific Union College only.

5. That all graduates from academic courses who are of suitable age and give promise of becoming efficient workers in the cause of God, be encouraged to complete their scholastic preparation for service, in Pacific Union College.

6. That all conference and educational workers, as well as students and members of churches, unite heartily in the plans thus proposed, to the end of building up in this union conference a united, harmonious educational system, for the glory of God and the advancement of his closing work in the earth.

That it required considerable courage on the part of some to take a firm stand on the sound principles developed in the council, but that assurance that they were moving in the right direction was added as they went along, is easily understood from the following observations by the president in this same report: —

From the beginning of our council, it was very evident that the Spirit of the Lord was present and directing in the work that was accomplished day by day. At first it seemed to the members who were directly responsible for the work of the academies that to eliminate the special courses that had been given formerly in these schools would mean a heavy loss both financially and in the prestige of the institutions, and a great disappointment to the brethren and sisters who had come to the schools expecting that these courses would be given. But upon further study, it seemed apparent that we should work for the highest good of all, rather than the immediate interests of the few; and this could be accomplished by adopting a plan that would result in the operation of the schools in the most economical way possible, and at the same time raise the educational standard.

To continue to give a large number of courses in the academies would mean that large and expensive faculties would have to be maintained in these schools. But if these academies confined their work to the high-school or academic grades,—not going beyond the twelfth grade,—the students completing these grades could be sent on to the college, where a faculty for doing college work must be maintained whether there are few or many students, and where perhaps a better equipment can be provided than if it had to be furnished for each of our schools. Such a situation would produce superior results, with less expense than the plan now followed.

This appealed to the council as being a sound business policy, and one that would meet with the approval of Heaven. It was unanimously agreed that throughout the union there must be cooperative effort to build up not separate educational systems, each conference conducting its own, and attempting to supply the demands of its constituency within its own borders, but rather all working together in an effort to supply in the union all that may be required for the education of our youth to fill the various positions in this great movement.

We congratulate our Pacific Union brethren in setting so good a pace for others in the field who ought to be moving in this same right direction.

H.

A New Era

THAT our schools will enter upon a new era of usefulness when their managers look more broadly upon the purpose of their founding and upon the needs of the times, is beyond question. If we have ever felt that the *number* of schools is an unmistakable sign of educational progress, we are growing away from that idea far enough to allow that *strength* is chiefly to be sought for, even at the sacrifice of number.

The unparalleled results obtained from intensive farming in recent years are a rebuke to the old methods of extensive, superficial cultivation of the soil. If one acre can be made to yield in quantity what two or three acres formerly did, and if that quantity is much superior in quality, who would not adopt the intensive plan?

If a school gain in popularity and attendance, and have not efficiency, it is unworthy the name it bears.

If a school can muster a long roll of names that were once upon its register, and have not efficiency, it would be well to keep silence about them.

If a school find ninety-nine per cent of its roll willing to go abroad if invited, and have not efficiency, it is misguiding the zeal of its youth.

If a school lead all its members to become Christians, and have not efficiency, its work is only half done.

If a school clear all its debts, and have not efficiency, so that every student get his full money's worth, it ought to give that money back.

If a man be employed as teacher or principal in an academy, and do not conceive it to be his greatest glory to raise the quality of work in the legitimate sphere of that school, rather than lead it to trespass upon college property, that man has missed his calling.

If a college love the sound of its name so well that it would rather see the denomination crippled financially and in working efficiency than to combine its college patronage and teaching force with some other college for greater strength, that college is blind and can not see afar off.

We hope and believe that the advance step in organization taken by our California brethren, having as it did the manifest leading of the Holy Spirit, will result in concentrating attention upon ways and means of raising the work of each school in quality within its proper limitations, rather than in scattering its energies over more than can be done well — in doing intensive rather than extensive cultivation of the school garden. With this first step taken, California will see new ways open up for further improvement if she remains loyal to the working policy she has adopted. Union and local territorial lines are necessary for systematic work, but they were never intended to fence in principles of action for the general good. If our other unions will catch the spirit of cooperation and sacrifice (so-called) for the common good, and will study without bias the reasons for the action of our California brethren as given by them, we may confidently look for a new era of usefulness in our educational endeavor.

H.

Strong Tendencies

IT is of intense interest in this connection to read, in the report of the United States Commissioner of Education for 1911, the opening paragraph in the chapter on higher education, written by Dr. K. C. Babcock, chief of the Division of Higher Education. To facilitate the reader's catching the pertinent points that interest us, we have put them in italics and small caps.

Any discussion of recent movements in the realm of higher education in contrast to developments of earlier periods must take cognizance of several strong tendencies which have become more and more clearly marked. Especially notable in the last ten years are the following: *A great expansion of the function [usefulness] of colleges and universities; a marked elevation of standards, especially of graduate and professional instruction; a great improvement in the business organization of both public and private institutions; a completer cooperation of agencies for promoting higher educational interests; an unprecedented drafting of university experts into State and national service; and a thoroughgoing investigation and discussion of standards and methods of instruction and administration. Reorganization and wider service on the part of various institutions, rather than the establishment of new educational institutions, have marked the recent era.* UNWARRANTED AMBITIONS AND PRETENSIONS OF CERTAIN UNIVERSITIES HAVE BEEN OUTGROWN, AND WEAK DEPARTMENTS DISCONTINUED. HERE AND THERE A "UNIVERSITY" HAS VOLUNTARILY CHANGED ITS NAME TO COLLEGE, AND A "COLLEGE" HAS BECOME AN ACADEMY.

We shall ever point with pride to a notable fact in our own educational history; namely, that so long ago as the year 1906, without any tendency or administrative pressure behind it, but rather against precedent and in the face of an opposite tendency, one of our own so-called colleges "voluntarily changed its name" to academy. This was done on the ground that the school was not equipped to do college work, and it therefore refused to masquerade under false colors.

This was not sounding a retreat, it was falling back to a stronger position in order to advance to more certain victory. This same school was an active participant in the recent move toward "reorganization and elevation of standards" in the educational work of the Pacific Union Conference. The tide is unquestionably setting in the right direction. No "unwarranted ambitions and pretensions" can stand before it, but outgrown and weak departments will be discontinued; and if we keep humble and sincere, we shall live to see "a completer cooperation of agencies for promoting higher educational interests"—not higher in name or rank, but higher in motive and in effectiveness.

H.

"OF the four or five millions of young men and women of college age in the country, only about two hundred thousand, or about five per cent, are doing college work in standard institutions. Less than two per cent do the full four years' work and take a degree."

Connecting Schools With Life

THE State of Utah has but one normal school, but it is doing intensive work. The supervisors and teachers are now developing the plan of "bringing more life activities into the schoolroom." One way in which this is being done is thus described by one of the teachers: —

The school garden has been made the beginning of these experiments. Last year over two hundred pupils, under the direction of Professor Abbey, were induced to take up garden work at their homes. Their work in the school garden gave the start; seeds were furnished, and before summer vacation came, the home gardens were well under way. During the spring and summer Professor Abbey visited these home gardens at intervals, to encourage and direct the pupils. The results thus obtained were gratifying. Many a table was supplied with fresh vegetables by these young gardeners, and in several instances the children made enough to keep themselves in pocket-money besides.

The success of the work, it is believed, can be paralleled in other lines of economic activity. This year the experiment of raising chickens has been begun. A number of the pupils have their little flock of hens already; and every day they come to school glowing with reports of their findings — especially when they do find something.

These pupils are certainly getting a good deal of information on the poultry question. Their nature study work is greatly enlivened because of these practical returns. A good many live language and other lessons have come out of it, and at least one lesson in practical grammar has been impressed. They soon learn whether the hen is "sitting" or "setting;" and when she cackles, they are much concerned to know whether she is "laying" or "lying."

But fun aside, this problem of connecting the school with life in so realistic a way is full of interest to the teacher.

There are those who hold that the school has no place in the directing of such work. It is an effort, they contend, on the part of the school to supplant the home. "We have no such thought," says Professor Stewart. "The home is the first of our social institutions, and most important. We must do everything sacredly to maintain it. Far is it from our purpose to do anything other than to reenforce the home in its efforts to cultivate qualities in the child that make for high-minded thought and social efficiency. We believe that we are completely within our province when we stimulate the child with a desire to help himself and his parents in their struggle to make ends meet."

H.

Special Notice!

MUCH of the material for the educational exhibit can be brought to Washington as baggage. Shipments by freight should be made in ample time to provide for delays en route. Mark every article plainly with the name of the college, academy, or elementary school, the latter with the name of the conference also. On what to bring, see the February journal. Address all shipments to Prof. H. R. Salisbury, Takoma Park, Washington, D. C.

C. A. RUSSELL.



The Reading Course



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

CHAPTER XII

Class-Room Method in Reading, page 252, Section 3

THE RECITATION.—1. What two elements contribute toward the successful correction of errors in reading?

2. What place should purely formal exercises have in the recitation?
3. What two natural tendencies should the teacher avoid in the use of class time?
4. What double value have good questions in the reading class, and what type of questions should be avoided?
5. How may sense perception and imagination be stimulated by the teacher, and what material does he use in doing this? Note 14.
6. What relation should questions, discussions, references, etc., bear to expressive reading, and what proportion of time should each receive?
7. Of what value is variety in the reading exercises, and how may it be secured?
8. Show the benefits derived from effort concentrated upon one thing at a time.
9. What important special aims may be set up in carrying out this principle?
10. What place should these varied elements have in the final review?
11. What use may be made of memorized passages?
12. What subordinate aims may now and then become dominant?
13. What is the best test of success in conducting a reading class, and how is attention best secured? Note 15.
14. How should the moral lessons suggested by the selection be treated?
15. Of what value is sight reading, and how may it be cultivated?
16. What habits of self-help should be begun in grades 4 and 5, and how further extended in later grades?
17. Copy and classify the "Summary of Significant Points" into those which are essential and those which are subordinate.

CHAPTER XIII

Illustrative Lessons in Reading

1. Study carefully the lesson on Hiawatha, noting especially the character of questions, the word study, and suggested correlation.
2. What value do you place upon comparative study of similar selections from various authors, as illustrated in lessons on "Snow-Bound," etc.?
3. Show that we may employ a similar method in Bible study, as of the Gospels, Kings, and Chronicles, Bible and Testimonies, etc.

Notes

14. "The objective method," says Prof. S. S. Green, "is that which takes into account the whole realm of nature and art so far as the child has examined it, assumes as known only what the child knows,—not what the teacher knows,—and works from the well known to the obscurely known. . . . A reading lesson descriptive of a thunder-storm on Mt. Washington will be something more than a mere conformity to the rules of the elocutionist. It will be accompanied by a concept wrought into the child's mind, outstripped in grandeur only by the scene itself. The mind's eye will see the old mountain itself with its surroundings of gorge and cliff, of woodland and barren rock, of deep ravine and craggy peak. It will see the majestic thunder-cloud moving up, with its snow-white summits resting on wall as black as midnight darkness. The ear will almost hear the peals of muttering thunder as they reverberate from hill to hill."—*Gordy's "New Psychology,"* pages 296-298.

15. Read the chapter on attention in James's "Talks to Teachers," or in any standard psychology or pedagogy.

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

Part II: Book, "Mistakes in Teaching"¹**No. XXVI. Reading**

1. At this meeting what faults in reading and the teaching of it were mentioned by different teachers?
2. What suggestions were offered to correct these faults?
3. What marked improvement has been made in readers now in use? Note 8.

No. XXVII. Hobbies

1. Give in their order the hobbies of the various teachers.
2. Miss Preston said her hobby was to make things too easy for the children. Do you think it is possible to make everything so interesting for a child that he becomes a slave of his interest? Explain. (Original answer.) Note 9.
3. What is your hobby or most serious shortcoming as a teacher? (Original answer.)

No. XXVIII. Physiology

1. What objection did Mrs. Bryan raise to teaching physiology in the public school?
2. What was Miss Wood's objection to having physiology in the curriculum?
3. In the teaching of this subject what practical results should be accomplished?
4. How did Miss Preston teach physiology? Note 10.

Notes

8. "When thou readest, look steadfastly with the mind at the things the words symbolize. If there be question of mountains, let them loom before thee; if of the ocean, let its billows roll before thine eyes. This habit will give to thy voice, even, pliancy and meaning. The more sources of interest we have, the richer is our life. To hold any portion of truth in a vital way is better than to have its whole baggage stored away merely in one's memory."—*How to Teach Reading,* by S. H. Clark, page 13.

9. "The necessity will always be rising to call upon effort to take up the fight and hold us to duty where interest has failed. And it is just here that there must be no failure, else we shall be mere creatures of circumstances, drifting with every eddy in the tide of our life, and never able to breast the current. Interest is not to supplant the necessity for stern and strenuous endeavor, but rather to call forth the largest measure of endeavor of which the self is capable. It is to put at work a larger amount of power than can be secured in any other way; in place of supplanting the will, it is to give it its point of departure and render its service all the more effective."—*The Mind and Its Education,* by G. H. Betts, page 207.

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

"There are matters not usually included in the study of physiology that should be considered,—matters of far greater value to the student than are many of the technicalities commonly taught under this head. As the foundation principle of all education in these lines, the youth should be taught that the laws of nature are the laws of God,—as truly divine as are the precepts of the decalogue. The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or wilful violation of these laws is a sin against our Creator.

"How necessary, then, that a thorough knowledge of these laws should be imparted! The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters, should be given much more attention than they ordinarily receive."—*Education,* by Mrs. E. G. White, pages 196, 197.

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

OUR ROUND TABLE

Moral Safeguards in the School

BY FLORENCE HOWELL

ALL concede that the morality of children is of more importance than book education. Yet it is a fact that this element is, at the present time, at low ebb among the children who attend our schools. We can claim little superiority over our neighbors, the public schools, in this respect. Our idea of what ought to be, blinds our sight as to what really exists. I fear we sometimes "brag"—yes, that is the word—about our system, when it were much better to hold our peace and pray God that he anoint our eyes with eye-salve that we may see, and then use his strength to cope with the evil.

While we may be putting forth more effort to surround the children with the moral atmosphere than other schools,—and without question this is true,—we must not forget that the adversary has a peculiar purpose in directing his arrows at this vulnerable spot. Very little, if any, systematic instruction has ever been given in this line. If instruction is a valuable aid to morality, it would seem that it should not be crowded into a corner and given the "odds and ends" of school time, but should have an assigned place in the program, and thus receive its due share of attention. All moral instruction could not be thus regulated, but incidental instruction may be supplemented by instruction of a more progressive and systematic character.

Without the authority that comes from having a character worthy of imitation and the respect and esteem of his pupils, a teacher can not hope to exert a very decided moral influence in the school; but when his moral authority is recognized by the pupils, he will find it as easy to teach lessons of morality impressively as to make the lessons of the ordinary text-book effective.

Some topics worthy of discussion may be listed as follows:—

1. **CLEANLINESS AND NEATNESS.**—The nature, necessity, and advantage of these. They apply to body, hands, face, hair, nails, teeth, etc.; also to thoughts, words, habits; and to clothing, shoes, etc.; to desks, books, floor, pencils; to everything used or done. Dwell upon the necessity of the individual towel and drinking-cup.

2. **SELF-RESPECT.**—It is a good opinion of worthy qualities in one's self, based on conscious moral integrity. It requires that one be worthy. It is not self-conceit, not inconsistent with humility, not self-admiration. It results in personal dignity.

3. **GOOD NAME.**—Its great value. How it can be obtained. Gaining

a good name when young. Keeping a good name. Keeping good company. Reputation and character.

4. **EVIL HABITS.**— Habits good and bad. More easily formed than broken. Habits that injure health, that destroy reputation, that dishonor one's self and family, that take away self-control.

5. **BAD LANGUAGE.**— Language the expression of thought. It denotes the man. Profanity, wicked; obscenity, base and offensive. Defiling books or other things with obscene words and characters, a gross offense. The use of slang, vulgar and impolite.

6. **RESPECT AND REVERENCE.**— For parents, for teachers, for the aged, for any in authority, for God and his house of worship, for prayer, for Scripture reading, and in handling the Bible. "Character is more than intellectual powers and acquisition," and "a man is worth less for his knowledge than for his character." There is truth in Locke's words, "What a father should desire for his son is virtue above everything else; knowledge occupies but the second place."

Qualifications of the Stenographer

NOT long ago we addressed the question below to four persons in the General Conference Office and to four in the Review and Herald Office whose work requires them to do a large amount of dictation:—

QUESTION.— *What do you regard the three most valuable qualifications of a stenographer?*

The six responses obtained are given herewith:—

RESPONSE 1.— (1) Accuracy; (2) neatness; (3) speed (in the order named).

RESPONSE 2.— (1) A good command of English; (2) speed and accuracy in taking and in writing off dictation; (3) conscientious application to business.

RESPONSE 3.— (1) Accuracy; (2) business intelligence; (3) diligence.

RESPONSE 4.— (1) Ability to spell and punctuate correctly; (2) accuracy; (3) neatness.

RESPONSE 5.— (1) Faithfulness—devoted to work and duty, responsible, dependable; (2) efficiency—neatness in work, accuracy, system, speed; (3) high ideals—never content with present attainments.

RESPONSE 6.— (1) A general education that will enable the stenographer to write out his notes intelligently. I find that many stenographers who show much natural aptness and ability in their work, fail to punctuate, capitalize, and form into sentences and paragraphs intelligently; (2) the art of agreeable, painstaking service that adapts itself smoothly to all kinds of men and all kinds of situations. Some stenographers serve you as if they lived to do it and loved to do it, and as if every energy were spent in perfecting the service so as to please you, while others are independent and often strive to please themselves, and their employer afterward; (3) accuracy, neatness, and speed. These three attainments developed and cultivated in the order mentioned.

A note accompanying Response 6 says: "I have not mentioned the necessity of the stenographer's learning to keep all dictated matter strictly confidential, and such attainments as quietness, industry, etc. Usually I believe these attainments accompany those mentioned above" — at least they are supposed to.

There are stenographers and stenographers. Some grace and dignify their calling; with quiet composure they step lightly about the room, applying deft hands to this task or that, their employer scarcely aware of their presence till they stand at his elbow in modest dignity, reluctant to interrupt him with even a mild tone of voice in asking some direction. Others ungrace and undignify their calling with noisy bustle, loud voice or laugh, so far forgetting the sanctity of the office as to disturb employer and neighbors with needless talk and confusion. Some have an eye quick to see where they can assist without being told; others must be told and retold what and how to do. Some make it their first business to despatch the work in hand as early in the day as possible; others would just as soon part should lie over till the morrow. Some see and suggest little ways of saving time and labor, or of improving methods, but always make their suggestions with full deference to the employer's wishes; others think some other way is just as good as the employer's and do their work with indifference or carelessness. Some keep the office as neat and tidy as a parlor; others make disorder at every turn. Some watch the clock, others watch the task. Some make themselves indispensable, others merely tolerable.

There is one qualification mentioned in Response 5 that is worthy of emphasis — "never content with present attainments." The ambition and positive effort constantly to improve, not only puts efficiency into the daily work but covers a multitude of faults that would otherwise be intolerable. The employer's time is too valuable to be spent in correcting spelling, punctuation, or sentence structure in his dictated matter. The wide-awake stenographer will note carefully every correction of this kind that is made, and see that the error is never repeated; he will ever show a readiness to do a piece of work over rather than to have it go out imperfect or looking untidy. He will use his spare moments, not in gossiping with some other stenographer, but in informing himself on matters related to his work. He will spend his spare time outside of office hours in working up on speed and accuracy to avoid interrupting his employer's thoughts by asking him to repeat or wait till he catches up. He will take personal pride in the efficiency and success of his employer's business — an element which the employer will be quick to discern and to reward.

Stenography is an honorable calling — and a high one, too. It is one of service, but we all serve some higher power. An official's dependence upon his stenographer or secretary makes that occupation one of great opportunity — one worthy the very best there is in any young man or woman.

H.



THE NORMAL

Body Posture

BY G. H. HEALD, M. D.

SCARCELY one person in a class leaves school without a more or less deformed spine, the result of faulty positions in the schoolroom.

The effort has been made to correct the results of faulty postures by means of exercises taken at intervals during the day. There may be a temporary benefit from the use of such exercises, but a moment's thought will convince any one that half an hour's straightening-up exercises will not undo the work of four to six hours of faulty position. Not only do the muscles which are habitually used become stronger and the unused ones weaker, but there is a change in the cartilages, especially the cartilages between the vertebræ, producing what are usually known as curvatures of the spine, and destroying the symmetry of the body.

Without properly adjusted seats and desks, it is practically impossible to assume a correct sitting posture; but the limits of this article will not permit a discussion of school seats. Suffice it to say that no school board should feel that it has done its duty until it has installed adjustable seats and desks of a modern pattern. Much of the school furniture still in use is little more comfortable than a strait-jacket, and should be relegated to the scrap-heap.

But faulty seats and desks lie in the province of the school board, and only in the province of the teacher to the extent that his word carries weight with the board. The teacher, however, has direct responsibility for the physical culture of the pupils, who are under his care twenty or twenty-five hours a week. It is not while the pupils are at play, not while they are in bed, but while they are in school, that they contract bad postural habits which not only lessen symmetry and dignity, but also have a distinctly pernicious influence on the vital organs.

When one realizes that the trunk is a cage for holding and protecting the organs of respiration, circulation, digestion, etc., and that this cage gives all the organs freest play when the erect posture is assumed; when it is appreciated that the habit of "slumping" or slouching in the seat not only cramps these organs, but also changes the shape of the intervertebral cartilages so that the habit becomes a deformity and the displacement of organs becomes habitual, the teacher will realize that his duty regarding physiology is not ended with the "hearing" of a lesson from the physiology text-book, while the pupils are sitting in all kinds of shiftless attitudes.

It is not the intention of this article to advise that pupils sit motionless and erect during school, like a corps of soldiers at attention. They should not be on a strain or tension, and they should not be made self-conscious by constant nagging on the part of the teacher.

As in all teaching, so here, the positive is preferable to the negative. "Johnny Don't" should be relegated to past history. The effort should be made by example, and by careful instruction regarding the importance of a correct posture from a health as well as an esthetic consideration, to encourage the establishment of right postural habits.

On going into a class to select a pupil to do some errand requiring self-mastery and resourcefulness, one would certainly not select any who by a slouching position indicated a lack of native energy, and he would be right in his judgment; for the pupils who give their lungs and stomachs free play, who sit in a self-respecting, but not a self-conscious attitude, will be more wide-awake and more energetic.

It should be kept before the pupils that they are now plastic like clay, or rather like plaster of Paris before it has "set." But the hardening is in process, and the positions they now habitually assume will be the permanent position of their gradually hardening framework. It is important that a pupil be able to read and write, but is it not at least as important that he have a good body to support him in grappling with the problems of life?

It is easier to stand erect than to sit erect. To stand erect one should endeavor to make the body as tall as possible without rising on the toes. The weight will fall on the balls of the feet rather than on the heels. In this position there is given the greatest room for the vital organs, and all the trunk muscles are evenly balanced without strain. The chest is held as high as possible, the abdomen is flat, and the shoulders are up and rather back, not drooping.

If the teacher will have the pupils stand in a line and view them from one side, it will probably be observed that a number of them stand with the abdomen more prominent than the chest, with the neck thrown forward and the shoulders drooping.

Avoiding anything that would embarrass or discourage the pupils, the teacher may so instruct publicly or privately that these defects may be remedied before it is too late. Encourage always a correct standing posture, and kindly remind those who tend to drop away from it.

As far as possible, this posture of trunk, arms, and head should be the habitual posture while sitting. As was said before, the object should not be to have the pupils assume statue-like poses to be maintained during the school period. An absence of motion is not best for the mental or physical well-being of the pupils. There should be a certain latitude. I never knew of a greater mistake than that made by a certain teacher with "military" ideas who attempted to have all her pupils keep a strait-jacket attitude during the sweltering days of the early fall term. Long before the end of the school year the pupils had driven her out of the school — a nervous wreck.

Lessons in Drawing

BY DELPHA S. MILLER

THE return of April means the return of spring in full splendor in so many States that, no matter where we are, we have come to accept it as the time to open our eyes wide and look about us for its wealth of illustrative material which is offered us so freely. Let us bring as much of outdoor joy and beauty into the schoolroom as we can.

BIRD BOOK.—Plan a bird book, if you did not last month. This may be decorated with paper cuttings or crayola drawings. Choose birds familiar to the children. Talk about them. Note their characteristic coloring, shape, or some peculiar habit. Draw at the blackboard simple bird outlines, beginning with the egg shape, adding head, legs and feet, tail, and wing, until the child gains confidence in his ability to draw bird shapes.¹ He will then more readily attempt the drawing in color. Show the colored plates of birds for accurate colors or markings. I have found the oriole, the goldfinch, and the robin general favorites with the little people. It may be a bird calendar will suit you best.

GARDEN BOOKLET.—Before cultivating and planting your school garden, you drew a plan of the garden and garden beds. These drawings may be placed in a garden booklet, and, as the seeds swell and sprout and grow, their life history may be pictured. Without disturbing the garden, seeds may be grown for observation. Line glasses with blotting-paper, place seeds between the paper and the glass, fill with sawdust, and keep very moist. These booklets will grow more slowly at first than the bird or spring booklets, but all may be continued during the months of May and June.

WALL ZOO.—Lest this should not be enough to keep us busy, let us mention the drawing, coloring, cutting, and mounting of little chicks, ducklings, frogs, rabbits, birds, or butterflies, so placed as to form a border about the room or above the blackboard.

MAY BASKETS.—Last of all, make and decorate May baskets. There are many and various patterns for these found each year in school journals.

THE OCCUPATION PERIOD

TWENTY-NINTH WEEK.—1. Copy Rev. 20: 4 (last clause).

2. Illustrate with circle cut from silver paper.
3. Copy Rev. 20: 5.
4. Illustrate with circle cut from black paper.
5. Teacher select occupation.

THIRTIETH WEEK.—1. Write Eze. 28: 19.

2. Cut from Card No. 30 and mount.
3. Color circle with yellow, red, and orange to represent flames. Mount on page to illustrate verse.
4. Copy Mal. 4: 1.
5. Teacher select occupation.

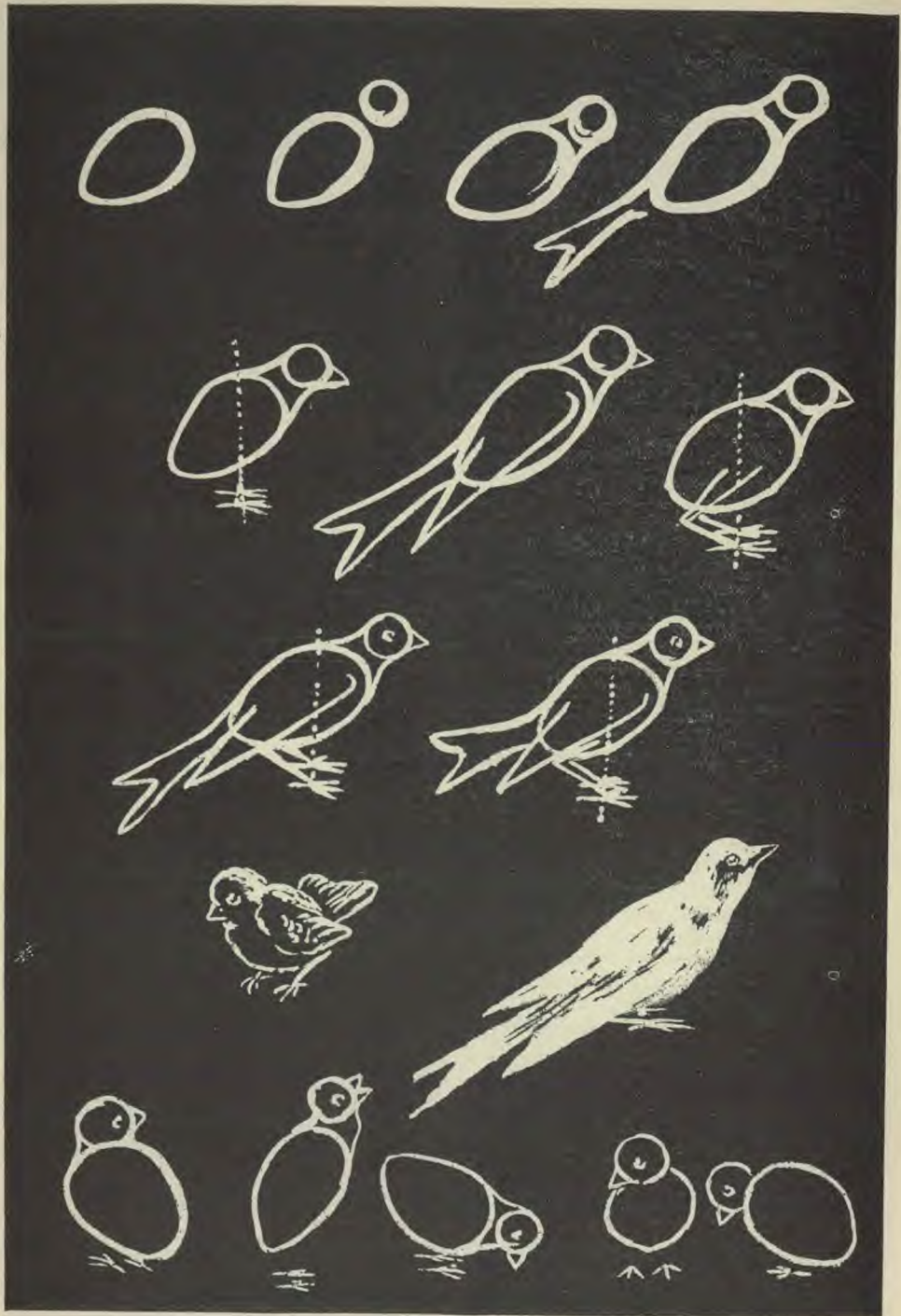
THIRTY-FIRST WEEK.—1. Write memory verse. Rev. 21: 1.

2. Upon a circle of blue mount a smaller circle of green. Illustrate memory verse above.
3. Color to represent foundation and walls of New Jerusalem.
4. Copy Isa. 65: 21.
5. Mount cutting from Card No. 31.

THIRTY-SECOND WEEK.—1. Copy Isa. 11: 6.

2. Illustrate with Card No. 32.
3. Reproduce story above.
4. Teacher select occupation.
5. Teacher select occupation.

¹ Educational Bulletin No. 2 also contains two pages of excellent drawing exercises in this kind of work. Order from the General Department. Price, 3 cents.



BIRD OUTLINES FOR THE BLACKBOARD

SPRING BOOKLETS.—The first flower seen, its picture, and a sentence or two descriptive of the flower or the time or place first seen, may occupy each page. Little ten- or twelve-page booklets may be made of rag or bogus paper, the child folding, stitching, and tying his own booklet. Favorite couplets may be written on the board and copied in these booklets by way of inspiration.

The covers should be decorated. Suitable and easily made decorations are simple line and form motifs, repeated as a border across the top and bottom of the front page, or arranged to form an oblong. The single motif placed in the center of the page graces the back cover.

Outline in Geography

BY GRACE O'NEIL ROBISON

IV. TERRITORY NOT CLASSIFIED IN A DIVISION.

1. *South American Union Conference*:—
Argentina, Chile, Bolivia, Peru, Ecuador, Uruguay, Paraguay, Falkland Islands. (Study pages 112-114.)
2. *Brazilian Union Conference*:—
Brazil. (Study pages 111, 112.)
3. *Australasian Union Conference*:—
Australia, Tasmania, New Zealand, Eastern half of New Guinea, all the South Sea islands. (Study pages 159-161.)
4. *South African Union Conference*:—
Cape Colony, Orange Free State, Natal, Transvaal, Rhodesia, British Central Africa. (Study page 154.)
5. *India Union Mission*:—
India. (Study pages 143, 144.)
6. *Mexican Mission*:—
Mexico. (Study pages 101, 102.)
7. *West African Mission*:—
Sierra Leone, Gold Coast. (Study page 154.)
8. *Hawaiian Mission*:—
Hawaiian Islands. (Study pages 93, 94.)
9. *Bahamas Mission*:—
Bahama Islands. (Study page 104.)
10. *Bermuda Mission*:—
Bermuda Islands. (Study page 104.)
11. *Canary Islands Mission*:—
Canary Islands.
12. *Unentered territory*:—
All of Africa not mentioned in these divisions. (Study pages 151-157.) Colombia in South America. (Study page 114.)

This closes your study on missionary geography. The student should now bind together the maps and other pages he has made for his note-book. This will make a very valuable reference book, one which he will always find helpful. A very appropriate cover for the book may be made by drawing a small picture of the globe containing simple outline maps of the world; around this place in fancy lettering, "Go ye into all the world, and preach the gospel."

You have been able in this outline to cover all the technical geography viewing the world as a whole. If while studying the technical points of geography the student has become familiar with the territory as we divide it for work; if he has taken note of the marvelous growth of the work in the number of institutions established in various places; if he has learned of the unentered fields and something of their needs; in short, if as he studies he has viewed the whole world from the standpoint of a missionary preparing for service, then he will have laid the foundation of a preparation for this service and for putting into effect our motto, "The advent message to all the world in this generation."

Shooting Star.



*The shooting
star is purple.*

*The leaves
are green.*

*The stems
are long*

*I saw one
today.*

SAMPLE PAGE SPRING BOOKLET



SUGGESTIVE BACK COVER

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

SECOND TERM

Lesson 28 — Daniel Interprets the King's Dream

AIM.— To show that God alone can reveal future events; to emphasize the fact that he hears and answers earnest prayer; to help pupils to see that things do not happen.

INTRODUCTION.— Talk about dreams, and by questions recall Joseph's dreams. They revealed the future.

LESSON.— Tell how, after Daniel and his friends were graduated, they were still in the king's palace. Read Nebuchadnezzar's dream, and relate what followed. Give word-picture of the four young men in their room that memorable night in earnest prayer. They had learned to ask their Father in their childhood; now they could trust him when death stared them in the face. Did it just happen that these boys were there at this time? God had a message, and they were chosen to be there to give it. Make an imaginary visit to the court the morning that Daniel was brought before the king. Note the king in his glory, the servants, the wise men, the teachers, all standing there waiting for Daniel's message.

CONCLUSION.— Daniel had learned to go to God in small troubles, now he could ask help when his life was at stake. He was servant of the heavenly King, and he had a message for the great earthly king. He gave all glory to God. There is a plan for each of our lives; try to impress this fact.

Lesson 29 — Daniel in the Lions' Den

MEMORY VERSE: Ps. 119: 15, 16

AIM.— To show that our first duty is to God; to help pupils to feel the need of stated times for prayer; to strengthen trust in God, who has power over all nature.

INTRODUCTION.— Review briefly Daniel's experience in the last lesson. Tell something of the king's experience after that, how the kingdom passed away, and another king ruled.

LESSON.— Tell of Daniel's position given by the new king, the jealousy of the other officers, and their plan to turn the king against Daniel. Sketch his home and give a word-picture of his fearless, faithful devotion. Could he not have prayed in secret? He honored the king, but his first duty was to God. Tell of the scenes that followed, the king's kind words to Daniel, and the king's sleepless night. Show picture of Daniel in the lions' den. Describe the scene at this place next morning. Note his answer to the king's question. Ask for a text on this. Ps. 34: 7. Tell how God was honored.

CONCLUSION.— Make application of practical points; of trusting in God, and of being brave to honor him. Pray at night for God's care, and give thanks; in the morning give thanks and seek help for the day; and at noon remember others especially who need our prayers. Speak of dangers seen and unseen, and our only safety.

Lesson 30 — Review

Let the teacher give a word-picture of the different characters studied, leaving the pupils to name the character. Question for a few pointed lessons in each story.

NOTE.— Helps for the study of these lessons: "Desire of Ages" and "Christ's Object Lessons."

Lesson 31 — Prophecy of Jesus' Birth

MEMORY VERSE: Isa. 9: 6

AIM.— To give a clearer understanding of prophecy, and to deepen the child's confidence in it. To show that all great events in this world are announced by God, through his servants.

INTRODUCTION.— Talk about messages, the one sent by Noah. Be sure the word messenger — one sent — is understood. Sometimes angels come, — the visitors of Abraham and Lot. Review how God revealed the future to Nebuchadnezzar, and that is prophecy.

LESSON.— The lesson to-day is about something that was to happen in the town of

Bethlehem. Micah 5: 2. Tell how many prophets had spoken of this event. Recall the promise to Adam. Tell how the very time was told by Daniel. Dan. 9: 25. Every Jewish family was anxious that their home should be the one in which this wonderful Babe should be born. Even Eve hoped that she might have this precious Gift. Describe the little home among the hills in the town of Nazareth, and tell of the angel's visit to Mary, and his wonderful message. Tell how God sent a message to her cousin with the joyful news that a baby boy was to be born at their home, and his name given. Mal. 4: 5 and Matt. 11: 14 give the prophecy. Tell how prophecy shows that the time is near for Jesus to come again, not as a babe, but as a king.

CONCLUSION.—Do you think that Mary was sad when she received her message? God wants messengers now to tell that Jesus is coming again. Show how even children can be messengers. All the prophecies of God have come to pass up to this time, and all will come to pass. Test how much the pupils have comprehended.

Lesson 32 — Birth of Jesus

AIM.—To deepen the love of the children for God and his greatest Gift. To help them to appreciate the loving care of parents for helpless babes.

INTRODUCTION.—Review the promise made to Mary, and talk of her joy in getting ready to care for the wonderful Babe. Was she sure he would be given to her? How sure? She believed the angel's message. She was poor, so nothing elaborate was prepared.

LESSON.—Tell of the people's going to Bethlehem to pay money to the king. Sketch town, marking stable.¹ If children are familiar with the story, get points from them. With a doll, represent swaddling-clothes. Emphasize the lowly birth, the precious gift, and the love of God, who always gives the best. Do we do so? Recall the love of Jesus when he offered to come to this world, to be just as we are so he could help us. Speak of the helplessness of babes and the tender care of the parents. Get from children the part the angels acted in celebrating this great birthday. It meant so much, hence their joy.

CONCLUSION.—Who were the happiest people in Bethlehem that memorable day? Tell how we may have Jesus in our homes by his Spirit, and how this will bring joy and peace and gladness.

Lesson 33 — The Visit of the Wise Men

AIM.—To show that Jesus brought joy and gladness to many. That God's care was over him.

INTRODUCTION.—Sketch a square for Jerusalem, and mark the temple, telling how they took Jesus up there, noting the joy of Simeon. How did he know the Child?—He had studied the prophecies. Pin a paper star on the board; talk about stars, and by questions find how much the children know about the star of the wise men.

LESSON.—Tell why that star attracted their attention, why they were looking for the birth of Jesus. "At every pause they searched the prophecy." Trace their journey, and tell of their disappointment at Jerusalem, and their joy and worship when they at last found him. Explain their gifts, and the use made of them. Did it just happen that these gifts came? Wicked people were not pleased with his birth; tell of Herod's plan, and God's message to Jesus' father. Why to Egypt? Make vivid that lonely journey that night, and who guided and guarded them. Tell of their call to return. Why to Nazareth? Matt. 2: 23.

CONCLUSION.—He guided the wise men to Jesus; he leads us to him. They gave gifts, precious gifts to Jesus. It is our privilege to give gifts. God sent his holy angels to care for Jesus; we have the same care. We should be happy as we think of Jesus, and thank God that he sent him to this earth.

Lesson 34 — Childhood and Youth

MEMORY VERSE: Luke 2: 40

AIM.—To set before the children the loving, obedient spirit of Jesus as a child.

INTRODUCTION.—Sketch a map; trace the journey from Egypt back to Nazareth.

LESSON.—Picture that home among the hills, how he grew, manifesting a loving, obedient disposition, ever ready to help and bless others. Like Daniel, his mother was his teacher, and God's Word and nature were his books. "Every child may gain

¹ For the stable, see the frontispiece of Vol. I, No. 2, of this journal.

knowledge as he did." Speak of the trials and temptations to which he was subject. Make real his childhood life by talking of his playmates. Tell of their yearly visits to Jerusalem. Take an imaginary trip with the family, over hills, through villages, by mountains, being joined by other families. Tell of the experience in losing Jesus at the age of twelve. Show picture in "Desire of Ages." He was doing the work he came to do. Show his obedience.

CONCLUSION.—Children please Jesus when they are loving and obedient. Try to make practical the latter. He was tempted just as children are now, and they may overcome as he did,—he studied God's Word and prayed to his Father. Question to draw out the main points.

Lesson 35 — Baptism of Jesus

AIM.—To teach that Jesus did things to leave us an example; that he pleased his Heavenly Father, and he will help us to please him.

INTRODUCTION.—Show a pattern, and tell about its use. Show how we pattern after people. Recall the birth of John, and tell of his work when a man.

LESSON.—Describe his meeting by the river; tell about whom he was preaching. Tell how Jesus left his home and came to unite with the people who were preparing for the kingdom. Try to make vivid the scene that followed. Show picture. Make plain that Jesus was sinless, but he took the step to leave an example. Note that he was *buried beneath* the water, also the solemn prayer and the answer.

CONCLUSION.—We are his sons and daughters if we follow his pattern. 1 John 3: 2. The Father was well pleased with Jesus. If we follow him, he will be well pleased with us. Talk of not being ashamed to follow him. Apply to the lives of children. Jesus was rewarded by doing his duty; we want the "Well done" said to us.

Lesson 36 — Jesus in the Wilderness

MEMORY VERSE: Matt. 4: 4

AIM.—To help the children to meet temptation as Jesus met it,—“It is written.” He suffered temptation to be able to save the tempted.

INTRODUCTION.—Talk about a wilderness. By questions, get the children's idea of temptation. Tell some story to show that in order for us to fully feel sorry for others, we must have passed through similar circumstances.

LESSON.—Recall the baptism; tell how Jesus entered the wilderness, where he communed with the Father. Describe his surroundings, and his condition after forty days' fast. Tell how Satan approached him, and what followed. Jesus could have made bread, but that would have been using his heavenly power to please self. He taught us not to live for self. He had the Word with which to answer. Ps. 119: 11. Show how every temptation is to gratify self, whether appetite, pride, or power, dwelling on appetite. Note why Jesus suffered all this, and tell of the angels coming to him.

CONCLUSION.—Jesus “pleased not himself.” He came to do his Father's will. He knew the Word, so was ready to meet the tempter. We must meet Satan's temptations in the same way. Remember, if it is to please self, it is not to please Jesus, unless we fully please to please Jesus. Note the love of Jesus. Urge the necessity of fully settling it that we will say No when tempted to please self.

Lesson 37 — The Centurion's Servant

AIM.—To increase the faith of the children in the word of Jesus, that he has power over life and death. To increase their desire to call on him in trouble.

INTRODUCTION.—Question to obtain the children's idea of the mission to this earth. Bring out the fact that he lived in the home, and left a perfect pattern. Now we are going to study his life, as he went about doing good.

LESSON.—Tell where he went after his temptation. First recall some of his first miracles. Then sketch the Sea of Galilee, mark Capernaum. Describe the centurion's home, note his help for the Jews, his kindness to his servants, and the sickness of one. Tell of Jesus' coming to Capernaum, his meeting with the centurion, who showed marked faith in Jesus' word, and how he was rewarded.

CONCLUSION.—Why did Jesus heal the servant? Not because the centurion had helped the Jews, but because he felt the need of Jesus' help. Make plain that our needs recommend us to God. He “healeth all thy diseases.” He is always ready to help, but we must trust him. He speaks and it is done. Recall some of his wonderful works. Do not neglect the questions to test the knowledge gained.

HELPS.—“Desire of Ages,” chapter 32.

HOME EDUCATION

EDITOR'S NOTE

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

The Smile of a Child

THERE'S nothing more pure in heaven,
And nothing on earth more mild,
More full of the light that is all divine,
Than the smile of a little child;

The sinless lips half parted,
With breath as sweet as air,
And the light that seems so glad to shine
In the gold of the sunny hair.

O little one, smile and bless me!
For somehow — I know not why —
I feel in my soul, when children smile,
That angels are passing by.

— *Selected.*

Every Home a School — No. 7

I AM more and more convinced that there is danger of parents' depending too much upon books for wisdom to train their children, and not enough upon that wisdom which comes from above. One dear mother said that the best thoughts she ever had about child training came to her while upon her knees. Living near to nature and near to nature's God will do more for a mother than any amount of book-learning without such communion. An illustration of this truth recently came under my notice. In a business letter a mother alluded to some experiences she has been having with her children. In replying, I asked her to write out her experience. She at once responded in a letter so artless, and at the same time so full of wisdom, good judgment, and intelligent piety, that I give it entire, withholding only the name out of respect to the feelings of my correspondent. It will be seen that she was laboring under difficulties such as many do not have, yet with a success that will

put many of us to shame. Let none shrink from the plainness of some of the truths so chastely presented. They are matters that parents must face if they would keep their children pure in heart: —

A Letter From Mrs. B.

DEAR MRS. LEWIS: "Blest be the tie that binds our hearts in Christian love," were the words that came to my mind as I read your kind letter. I will write you my experience just as it happened; but before I do this, I must tell you something of the way I deal with the children every day. As I said before, I have a family of five children, the oldest a girl of nine years and the youngest two months old. As we are among the poor of this world, living in a small house of two small rooms, you will see I have all the work I can do. But I have come to realize that there is one work above all others that I must do, and that is helping the children to build up a character for time and eternity. I have found that in order to do that I must be their constant companion. This I have endeavored to be for the last two years, and it has proved a blessing to me as well as to the children; for, in order to find time to go out with them, I have had to teach them to help me do my work, and this in turn has taught them how to work.

My girl of nine and my boy of seven both go to school, but there is hardly a morning that they do not wash the dishes and sweep the floor and see that I have wood and water, and the same again at night. I wish you could hear their conversation while at work. It is, "Hurry up, Anna, and let us get through quick, for you know mama is going out with us, and she will have that much longer time to stay."

In the winter, when we can't go out, I try to invent something that will be enjoyable. Last winter I taught them how to knit, even the little one five years old. It took much of my time, but the children said that they had lots of fun.

On the Sabbath it is different. Then all our work is done beforehand, and after our morning lesson we are ready to go out; for children want to be out when the sun is shining. As there seems to be nothing else they love as well as picking flowers, we are out the greater part of the Sabbath. It was on one of those blessed days that I learned this lesson: —

As we were walking along, we came to a place where a horse was tied, and a small colt running all around its mother. My little boy of six had no more than seen the colt when he asked, "Mama, where did that colt come from?" I did not know what to say; but before I had time to say anything, he answered his own question, beginning somewhat like this: "O, I know, mama! you know, mama, hens lay eggs, but horses have to work, and I tell you what I think, mama; they hatch the eggs before they lay them." I had never thought of it in that light before, but I took in the new light, as it were, at once, and we had a long talk together about the wonderful wisdom of God,—how wonderfully he had planned everything, that animals that must work have a place prepared for their young. Taking an apple, I cut it open to see how carefully the seeds were placed, and explained that while we have to take the seeds from the fruit and plant it in the ground in order for the seed to get food, God has so arranged that the seed from which animals grow get the food where they are. I never was so thankful for anything as for this little incident. By talking it over with the children they have come to look upon the creation of animals as they do on all other of God's creation — something wonderful which only God can do. Not an

evil thought accompanied it, for about their only remark was, "Don't you think God is wonderful, mama?"

But I knew the evil one would not be content to let their minds be thus pure; and knowing that there was much room yet, for we had said nothing about the creation of man, I fully made up my mind that I should be the first one to tell them everything, so they could see it in a pure light. I prayed to God earnestly for wisdom. Still I let week after week pass, till sometime last winter, one evening after all the rest had gone to bed, my little girl and I, as usual, had a talk together. That night I began by speaking of the creation of God, going over the same ground that we had often gone over before; and I then asked her if she knew where babies come from. She said she thought the angels brought them to the doctor. I told her babies are born like all other creatures, that every mama has her own babies. I told her, too, not to tell any other children, that it was their mamas' place to do that. I watched very closely to see what effect it would have on her; and I can truthfully say that if every mother would reveal to her children what they think great mysteries, she would be well paid for the time spent; for by thus telling them things that they so much like to know, she gets their whole confidence. We are now looking forward to the good time we shall have when the weather gets warm and school closes; for, "You know, Anna, mama will go with us then," although they know that they will have to do half the work in order to have me go with them at all; and then all I do most of the time is to go with them and sit down on some high place where they can see me wherever they run.

I speak of this only because I think that neither I nor any other mother can keep the children's minds pure if we let them be with evil children; and as children want to and must be out-of-doors, the one best suited to be with them is the mother.

I have had to pray earnestly for grace to sit down morning and evening to teach them the Bible, and to be pleasant, when I had any amount of sewing and patching to do. But knowing that things that pertain to eternity must be attended to first, I thank God for his grace; and while the fruit does not appear at once, I know that if I am faithful I shall receive the reward of seeing my children in the kingdom of God. I realize that as they grow older there are still more difficult questions to answer; but I know God will give me wisdom. I often think, when I see my little ones at work, that as I have to do all the planning how the work shall be done, so it is with the Lord when he sees me at work — he has to do all the planning how my work shall be done.

I wish other mothers would follow the example of this one, by writing me some of their experiences for the benefit of others.

Playthings for Children

THE following list of toys for certain ages may help some mothers: —

"Toys for children from one to two years of age: Linen picture-books, rubber animals, cotton flannel animals, rubber rings, worsted balls, string of spools, knit dolls, rag dolls, rubber dolls, wooden animals (unpainted), new silver dollar."

"From two to four years of age: Blocks, dolls, balls, woolly lamb, cradle, chair, spade, rake, hoe, biscuit board and rolling-pin, and picture-book of families of birds, cats, dogs, cows, etc."

A Lesson About Birds

"MAMA, how many claws has a bird?"

Suppose we take down the cage and count them.

"All right, I should like to do that. One, two, three, four,— my bird has four claws and two feet. He has two wings, too."

What does your bird eat?

"He eats seed, apple, crackers, cuttlebone, and cabbage. Yes, he eats boiled eggs, too."

Did you know that birds and chickens eat sand and gravel?

"Why, do they do that to make their egg-shells?"

No; they want gravel to grind their food. You know the gizzard is full of sand, gravel, and broken dishes. That is what they use to help them digest their food.

"Our little bird likes cabbage, lettuce, and other green food, too."

What do you think your bird is good for?

"He is good to sing."

Do you know some people eat birds?

"No, I do not. I think it is cruel, anyway."

Why, some people eat chickens.

"Yes, but I think it is more cruel to eat birds, for they can sing."

Well, you said your bird was good to sing; can you think of anything else he is good for?

"Yes; some people wear birds' feathers on their hats, and birds, too! But I think that is cruel; don't you?"

Yes; I think we can wear something else on our hats that looks pretty, and will not cause the death of the sweet little birds. You say your bird can sing; what else can he do?

"He can hop and fly."

Can he swim?

"No; he can not swim."

Why is it he can not swim?

"It is because he has no little fans between his toes."

Good for you! that is right. Tell me something that can swim.

"Ducks can swim, and geese can swim, too."

You may tell me some birds that can not swim.

"The chickens can not swim, for they have no fans between their toes, either; and I don't think any of the little birds can."

No; I think you are right. I think the little birds were made to live on the land. Now, would you like to take your slate and draw a bird? and then you may have a sewing card.

"I can not draw well enough for a sewing card."

A SUGGESTION.— Those who can not draw independently can, by laying a piece of tissue-paper over a good picture of a bird, trace the outline quite accurately. Then lay this on the cardboard to be used for the sewing card. The outlines of many objects may be obtained in the same way.

A simple study of any of the domestic fowls or animals will prove profitable and interesting to the children. It will cultivate their observation, and teach them to express their thoughts correctly.

Visit to a Church-School

A FEW days ago I enjoyed quite a treat. With a few other ladies, I was the guest of the cooking class in the church-school at Pacific Union College. Their facilities were complete enough to prepare a good dinner for a dozen persons.

The teacher, Mrs. Grace O'Neil Robison, evidently believes that "we are not to drop the industries because difficulties arise." She has a small gasoline stove, a few odd dishes, a cupboard made of a dry-goods box, and a table which the carpentry class made for her. They are temporarily in a corner of the laboratory of the new college building; so the class could make no permanent improvements in their surroundings, as they have to move in a few days. Mrs. Robison told us that only a short time before lumber and other material had been piled around the stove to dry, so it was difficult to get to her corner. Even when we were there, windows, doors, and casings were piled all along one side of the room.

But the class was enthusiastic. One girl made gravy, one beat eggs for dessert, another cut bread, etc. Every one had something to do. The food that requires prolonged cooking was prepared the day before.

The table was tastily spread with a centerpiece of dainty paper napkins, on which stood a vase of sweet violets and myrtle. The china was not "Haviland," nor was the table linen "Irish," but everything was neat and tidy, and the dinner was delicious.

We had vegetable patties, gravy, beans cooked in tomato sauce, macaroni with apple, salad, and dessert. We were told we must eat everything set before us, for they had no refrigerator nor cellar in which to store cold food. But the seventh- and eighth-grade girls had done their part so well in preparing the food that it was not difficult for their guests to comply with this request.

A peep into the primary room revealed many miniature pieces of furniture manufactured from pink or blue cardboard by the children. In all the rooms the work is taking on new life and interest.

It was with difficulty we made our way over lumber, roofing, and wainscoting to the schoolrooms. The carpenter told us that in a few weeks the college department would move into the new building, and the old building would be speedily prepared for the normal work.

As I looked around this large building, going up so successfully amid what seemed a few months ago insurmountable difficulties, my heart was deeply impressed. As I write these lines, I recall these words:—

"Victories are not gained by ceremonies or display, but by simple obedience to the highest General, the Lord God of heaven."

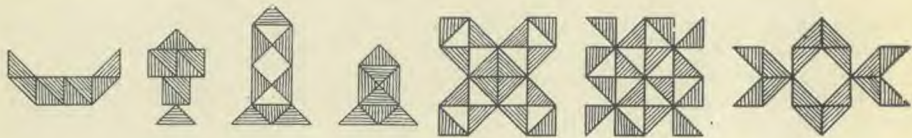
The Kindergarten in the Home

BY KATHERINE B. HALE

Gift Seven (Concluded)

THE equilateral triangle is a new form. We usually give the child nine of this series of tablets. The child is led to compare one of these with the preceding tablet (the right triangle), noticing similarities and dissimilarities. He says that the right-angled form has only *two* equal edges, while this new form has *three* equal edges, also three equal corners and angles, and that all the angles are acute. These facts are not to be taught by words alone, but by the child's own activity. As three is the prevailing number of edges, corners, and angles, Froebel taught to call the tablets "three-sided figures" at first, and later to give the correct name to each of the series.

After finding the different positions that one and two of these tablets may occupy, have the child take two right-angled tablets and two equilateral tablets. Tell him to make a square of the two right-angled tablets, and then see if he can join the two equilaterals into a square.



The child sees that upon whichever side the equilateral triangles are joined the same form is always produced, the opposite edges being parallel and the angles equal.

The equilateral tablet may be supposed to be developed in the following manner: Four square tablets are joined together into one large square. Then if we draw or imagine a circle within this square, the circle will contain six equilateral triangles. The edge of each will be one inch long. This may be shown to the children on a squared-off blackboard, or they may be allowed to cut these squares out of paper, then draw and cut the equilateral tablets of paper. As often as a new figure is completed, repeat the questions: "How many sides?" "How many angles?" "What kind?" Thus the reasoning faculties are constantly developed, and the result of this exercise is of great value.

If we take the oblong of the fourth gift and divide its broad surface diagonally, we produce the scalene triangle. This new tablet has three unequal edges, which we may call long, short, and intermediate. It has one right angle and two acute angles, and is just as large as a square tablet. This is explained by making an oblong of two squares, and another of two scalene triangles. By dividing these oblongs, just half of one is a square, and half of the other is a scalene triangle.

Two of these tablets may be joined in many different ways. Their longest edges may touch; their shortest edges may touch; their inter-

mediate edges may be placed together. The triangles may also be joined at their different corners. In playing with the triangles the child will learn that while other angles are not always the same, a *right angle* will always fit perfectly into a square corner; an acute angle is anything less than a right angle, and an obtuse angle more than the right angle.

It may appear at first that these triangles with their unequal edges and angles would be too difficult for the young mind, but when properly introduced and at the right time, there is no difficulty, only pleasure. The figures that can be laid with this gift are almost inexhaustible.

If we join two scalene triangles by bringing together the shortest sides of each, we form the obtuse-angled triangle, the last form of the series. The child proceeds to compare this with his other tablets. He learns that the angle opposite the base-line is obtuse, and that the other two angles are acute. He may join three of these triangles to make an equilateral triangle. How interesting!

The tablets occupy the intermediate ground between the concrete and the abstract. They teach neatness, dexterity, and precision. The child may be led to invent many peculiarly beautiful, mosaic-like forms.

PARQUETRY.—When a child has laid a satisfactory design with the tablets of this gift, he may reproduce the design in permanent form by pasting colored papers, cut in shapes like the tablets, on heavy paper or a piece of cardboard. Little gifts may be decorated with the bright parquetry papers. The occupation affords opportunity for cultivating good taste in the selection and combination of colors. (Parquetry papers may be obtained from any kindergarten supply house.)

Talks to Children

BY MRS. MATTIE KELLEY

Talk XV

WHEN Satan found that Jesus would not obey him in anything, he went away and left him. And God sent some good angels from heaven to comfort Jesus, and perhaps they brought him the food which he wanted so much.

Then Jesus went to preach to the people, and teach them how to love one another, and to love and obey God. He told them that God loved them so much that he had sent his only Son, Jesus, to be their Saviour.

Sometimes Jesus went to the temple to preach, and sometimes he taught out-of-doors by the lake shore, or on the mountainside. A great many people crowded around Jesus to hear him speak, and many of them believed his words.

From all the people who believed in him, Jesus chose twelve men to be with him all the time, so that they might listen to his words. These men were called Jesus' disciples. These are their names: Peter, James, John, Philip, Bartholomew, Andrew, Thomas, Matthew, James the Less,

Christian Education

H. R. SALISBURY

W. E. HOWELL

Editors

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Lebbæus, Simon, and Judas Iscariot. These men followed Jesus every day as he went about preaching and doing good.

But some of the people were proud and wicked, and hated Jesus because he told them of their sins. The scribes and Pharisees were people who pretended to be very good and tried to make every one think that they loved God and knew a great deal about the Bible. They often went out on the streets to pray, where every one could see them, so that people might think they were very good indeed.

But they hated Jesus, God's own dear Son, and tried to find a way to kill him. So we know they were very wicked, for they had bad hearts.

But you know I told you that God knows even our thoughts, and so he knew the thoughts of these wicked scribes and Pharisees, and kept them from taking Jesus to kill him; for the work of Jesus in the earth was not yet finished.

Let us remember this Bible text: "The Lord looketh on the heart."

Questions

1. When Satan found that Jesus would not obey him in anything, what did he do?
2. Then what did God do to comfort Jesus?
3. What did Jesus do after this?
4. What did Jesus teach the people?
5. How much did he say God loved them?
6. Where did Jesus go to preach to the people?
7. Did many believe the words of Jesus?
8. How many men did Jesus choose to be always with him? Learn the names of these disciples.
9. Did all the people love Jesus? Why not?
10. Tell what kind of people the scribes and Pharisees were.
11. Did God know their thoughts?
12. What did he keep them from doing?
13. Repeat a Bible text showing that God knows even our thoughts.

BOOKS AND MAGAZINES

"The Teacher"

WHENEVER George Herbert Palmer puts his pen to paper, we are accustomed to look for something that is worth while. One of the latest books from this Harvard professor is a collection of his addresses and essays on education under the title of "The Teacher." It would seem almost impossible to say much that is new on so old a topic, yet Mr. Palmer has done that very thing, and in a capable and captivating way, too. The first essay on "The Ideal Teacher" discusses the four fundamental characteristics which every teacher *must* possess: an amplitude for vicariousness, an already-accumulated wealth of knowledge, the ability to invigorate life through knowledge, a readiness to be forgotten. The next essays on "Ethical and Moral Instruction in Schools" and on "Self-Cultivation in English" are exceedingly admirable treatments. Price, \$1.50. Houghton Mifflin Company.

E. C. J.

"The Child's Day"

A new idea for teaching children healthful living. The first topic is Good Morning, with three subheads,—Waking Up, A Good Start, Bathing and Brushing. These tell in simple language the various things that need attending to the first thing after rising. The next topic is Breakfast—why we eat, what to eat, how to eat. Then follows the complete round of the day, under the topics: Going to School, In School, Absent To-Day, Work and Play, The Evening Meal, A Pleasant Evening, Good Night. Here are 176 pages in large type, packed full of practical instruction written in an easy, breezy style, with numerous illustrations, and with a set of questions and exercises at the close. It is Book One of "The Woods Hutchinson Health Series," by Woods Hutchinson, A. M., M. D. (1912). Dark green cloth, with dark red lettering. Houghton Mifflin Company.

"Character Building in School"

This book is written for the secular school especially, yet for all schools it is richly suggestive in methods and means of teaching moral principles in daily conduct. In an informal, inductive way, yet with considerable system, are taught such topics as The Body a Servant, The Mind

a Servant, Daily Life, Self-Control, Obedience, Cleanliness, Truthfulness. By Jane Brownlee (1912). Pages, 268. Price, \$1. Houghton Mifflin Company.

"Jung Deutschland"

The viewpoint of this book is "to present as much simple idiomatic reading and as much grammar as an average student can cover in one year"—the first year. The author believes that it is far better for the pupil to read much that is easy and that he can remember than to study laboriously over short but difficult passages. The aim is to teach grammar in and through the language itself, not to murder the language for the sake of the grammar, as is too frequently done. With the aid of descriptions, conversations, pictures, and short stories full of action, it keeps the pupil constantly in a German atmosphere of every-day life on its native soil. In the latter part of the book, the grammar taught is fully summarized and classified, and continually referred to throughout the book. Last of all is a complete vocabulary. One of the best first-year books we have seen. By Anna T. Granow, of the School of Education in the University of Chicago (1912). Pages, 264. Ginn and Company.

"Word Mastery"

A course in phonics for the first three grades, usable with any series of readers. In the first 25 pages, the alphabetic sounds are developed with the aid of pictures suggestive of the sound. For example, on page 8 are: *F, f*, followed by the pictures of a fish, a fan, and a fork, with the word *fan* at the bottom. As an example of developing a new sound, page 46 contains: *sh*, followed by the picture of a shoe, a shell, and a ship; then 18 words with initial *sh*, 11 with final *sh*, and 5 with *sh* combined with *r*. On page 94 is the picture of a cross-cut saw half-way through a log, accompanying the group of phonograms: *a, aw, au, augh, o, ough*, followed by 95 words employing them with the sound of *aw* in *saw*. Eight pages of "Suggestions to Teachers" and a full list of "Phonograms Studied" complete a book of 124 pages. By Florence Akin (1912). Price, 25 cents. Houghton Mifflin Company.

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