

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. IV

May, 1913

No. 8

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GRANDMOTHER LOIS

Christian Education

Vol. IV

Washington, D. C., May, 1913

No. 8

Sanitary Education¹

BY CHARLES E. NORTH, M. D., NEW YORK CITY

THE work of sanitation is to prevent the transference of infection from one individual to another individual. There is much mystery in the popular mind as to the meaning of the term infection; the words bacteria and germs have come into popular use, but convey only vague ideas to many of us. It is common knowledge that the living things about us can be divided into the plant kingdom and the animal kingdom. Scientists have decided that bacteria belong to the plant kingdom.

As one walks out into the fields and views the trees, the flowers, and the grass, these things do not arouse any alarm. The vegetables in the garden and the flowers growing in the ground are looked upon as entirely harmless, and many of them as most useful to mankind. It is true, however, that here and there a very few may be poisonous. The poison-ivy, a few mushrooms, one species of sumac, and possibly a very few other plants are known to be poisonous, but these poisonous plants are very few and very rare. It is remarkable also what a great difference there is in the size of plants. Some of the giant trees are the largest. From these we can descend by degrees to the mosses and to the molds, which we now know are tiny plants. The microscope reveals a new plant world. The mosses and molds immediately become giants, and through the microscope we see numerous smaller plants. The smallest of all are the bacteria. Some of these are so tiny that through the most powerful microscope they appear only as a minute speck or dot. There are hundreds and perhaps thousands of varieties of them. Among these, just as among the large plants of which we have spoken, there are very few which are poisonous. Thus tuberculosis and typhoid and diphtheria are each caused by a small poisonous plant. The other diseases called infectious diseases are caused by other varieties; but the great majority of bacteria are entirely harmless, and some of them, in fact, seem quite useful and necessary to the welfare of human beings. . . . It was a startling event when these tiny plants learned how to live and grow inside of animals. When they did so, infectious diseases first began. At the present time there are many men, women, and little children in whom these plants have taken up their residence. In fact,

¹ Part of a paper read before the National Education Association at its annual session in Chicago, July, 1912.

having once learned how to grow in animals, many of them have entirely lost their power of growing anywhere else, and can not live at all without the warmth and nourishment they receive in living persons.

Tuberculosis is caused by the tubercle bacillus, a tiny plant which centuries ago took up its residence in human beings and animals, and has become acclimated so that now it can be grown only with the greatest difficulty outside of the body, and only when the body conditions have been imitated in the laboratory. Out-of-doors this plant will not grow at all, but soon dies. The same thing is true of the typhoid bacillus, of the diphtheria bacillus, and of the other kinds of bacteria causing our infectious diseases. They will live when in men and animals, and under special laboratory conditions, but soon die when exposed to out-of-door conditions.

Certain human beings are inhabited by these plants. Some animals are inhabited by them. Their existence is continued from generation to generation only because certain men and animals in whom they live pass them on to other men and other animals by a transference which is direct or indirect from those who are inhabited to those who are not. Thus we have with us people who are carriers of the tubercle bacillus, and people who are carriers of the typhoid bacillus, and people who are carriers of diphtheria bacillus, both children and adults; and these persons through ignorance and carelessness transfer the bacteria which they are carrying to others who have been free from them, and in this way the infectious diseases are transferred from year to year and from generation to generation.

The practising sanitarian has numerous illustrations of this fact. In one of my own recent investigations I was called to the Adirondack Mountains to inquire into the cause of an outbreak of typhoid fever in a summer colony patronized by some of the wealthiest people of New York City. During two months, twenty-seven cases of typhoid fever had broken out in the camp. The cause was mysterious. All ordinary sources of the disease were investigated without result. It was only after six weeks of study that the discovery was made that one of the guides employed at the camp was the carrier of typhoid bacteria. This man was over seventy years of age, and appeared to be in perfect health. He had no recollection of ever having typhoid fever, yet his system was so badly infected with these plants that he was discharging them in enormous numbers every day. He was the undoubted cause of not only twenty-seven cases and three deaths which had occurred in the last outbreak, but of eight cases which had occurred at the same camp in previous years. It is assumed that there are now eighteen thousand persons in the United States, apparently in perfect condition physically, who carry typhoid bacteria in their bodies, and who are the cause of the annual outbreaks of typhoid fever from which this country suffers.

It is an old superstition that some houses are haunted with tuberculosis. It has been said that in country districts members of some fam-

ilies who have lived in the same houses for generations have tuberculosis, while people in other families are free from the disease. We now know that it is not the house itself which must be feared, but the people who live in it. While it is true that the bacteria of tuberculosis may remain alive for a time after they are discharged onto the ground or onto the floor of a house, yet their life is comparatively short, and they are soon killed by sunlight and by external conditions. Bacteria are to be feared most in a fresh condition; and when the transfer takes place from person to person, it is, as a rule, by direct contact or by contact with something which has very recently received infection. In the case of tuberculosis, the use of spoons, drinking-cups, and handkerchiefs is a common means of transfer, or the direct breathing of air which has been recently polluted by the coughing or sneezing of infected persons. In a similar direct manner the transference of other infectious diseases takes place.

The work of sanitation consists in preventing this transference. Sanitation aims to protect the child and the adult who are free from infectious diseases against the transfer of bacteria from the children and the adults who are carriers of these bacteria. . . .

It might seem at first thought that the subject of public health is too difficult to be taught in the school, but there is no subject that lends itself so readily to popular interest and to the interest of children. Such a simple matter as the washing of the hands may be made a matter of the greatest interest when studied from the standpoint of bacteria. A demonstration of bacteria by the use of glass plates and simple culture media is extremely simple, and something that arouses the greatest interest in youthful minds. The microscope is always an instrument which arouses curiosity, and which can be used to illustrate many sanitary lessons. Personal cleanliness, purity of food and of drinks, and a knowledge of the nature of disease and the methods of transference are all things which can be expressed in the simplest terms and made clear to the understanding of children. The subject of water, its pollution and its protection, can easily be made plain. Milk, its value as a food, highly appreciated by bacteria and therefore the necessity of protecting it against them, is not too difficult a subject for the child to understand. The cold in the head and sore throat caused by the growth of bacteria on the surface of the mucous membranes, and the danger to others of these bacteria when discharged in coughing and sneezing can be explained in simple terms.

But such work as this demands preliminary training. If the school-teacher is to be armed with the knowledge of sanitary science, he must find this in the normal school and teachers' college. Our normal schools and teachers' colleges should have regular courses in public health work. We are dealing here, not with a merely academic subject, but something vital in importance, something which means the lengthening of life and the reduction of the death-rate to the people among whom the teacher is to practise his profession.



EDITORIAL



A Brief Study in College Administration

THAT we are confronted with the necessity of taking some definite steps toward placing our college work on a better business and educational basis, no one will question who is familiar with the facts and conditions that bear upon the problem. We have been greatly encouraged by the general increase of attendance in our schools, and by the very evident spirit and earnest effort of our school managers to improve their equipment and their educational product. That they find themselves striving under the serious handicap of financial pressure and faculty shortage need hardly more than be said to be understood. We wish therefore to study briefly two or three phases of the situation looking toward relief without damaging sacrifice to any concerned, for no one is more deeply interested than we to see right measures taken to strengthen the cause of education.

College Specialization

In a February editorial we made brief mention of a principle in college administration that makes for greater efficiency; namely, specialization. We suggested how three colleges (in addition to our medical college) might give the advanced education required by the denomination, in a stronger way than it is now being done and on a more economic basis, leaving to the academies their legitimate part of doing the preparatory work, and that with increased efficiency.

Since writing that editorial we have had the pleasure of reading a very illuminating pamphlet on the small college in America, written by Dr. William R. Harper shortly before his death. While he wrote the pamphlet in reference to the small college in general, yet it is well known that Dr. Harper always kept in close, sympathetic touch with the denominational college, which indeed he frequently mentions in this pamphlet. His range of educational experience (twelve years in small colleges and thirteen in larger ones), as well as his standing in the profession, makes his judgment on principles of organization and administration for efficiency worthy of respectful consideration. On the need of greater variation in the type of small colleges, he says:—

The small college of America is everywhere practically of the same type. So far as general plan is concerned, each college is a duplicate of its nearest neighbors. A terrible monotony presents itself to the eye of one who makes any attempt to study the aims and motives of these institutions. All alike try to cover too much ground, and, worse than this, all alike practically cover the same ground. A change in this respect is desirable and inevitable. This change will come partly in the way of establishment of *colleges for particular purposes*; a col-

lege, for example, established principally for the study of science; another college established principally for the study of literature; another for the study principally of historical subjects.¹ The principle of individualism, which has already been applied in education to the work of the student and to the work of the instructor, must find application to the work of the institution. The idea has prevailed that every newly founded institution should duplicate the work of those which had preceded it, and in consequence the colleges of our country are, with a few notable exceptions, institutions of a single character. This means narrowness, but it means more. Inasmuch as each institution tries to cover the same ground, and all the ground, the result has been

Thoroughness and Depth that no effort has been undertaken to establish a school which will allow thoroughness or depth. The college that has no endowment, or an endowment of a hundred thousand dollars, seeks to do the same thing which the institution with millions of dollars of endowment finds it difficult to accomplish. The technical school with no endowment, or an endowment of a hundred thousand dollars, seeks to cover every field of technical work. The time will come when institutions will cultivate individualism; when one institution will give a large measure of its strength and energy to the development of a department of history and politics, another to physics and chemistry, and another to the biological sciences, another perhaps putting all its efforts into the great field of electricity. This will be in striking contrast with the present policy, in accordance with which the most poorly equipped college announces courses in every department of human learning; and students are compelled, in self-defense, to dabble in everything rather than to do work in a few things.

College Cooperation

Closely allied to the principle of specialization, there is, in a system of schools, the principle of cooperation. This also Dr. Harper urges as an additional step toward efficiency:—

It is only within a few years that there has been any cooperation worth mentioning among colleges and universities, and the cooperation which has so far been inaugurated is of an exceedingly superficial character. Enough of it has been worked out, however, to make those who have tested it desire still more, and the few steps already taken are but precursors of many that are to follow.

It is not enough that there should be associations in which, once a year, the representatives of certain institutions may come together for the reading of papers and the passing of resolutions. With better classification of educational work, with the greater similarity of standards for admission and for graduation, and with the variety of type secured, so that individual institutions will have individual responsibilities, there will be found a basis for cooperation such as has not hitherto existed. This association will be similar to that which men in all divisions of the business world have found necessary and helpful. Such relationship will serve as a protection for all who thus stand together, against misunderstanding and ignorance. It will secure results which no institution of its own strength could secure. It will

Eliminate Petty Jealousies lift educational work above the petty jealousies and rivalries which to-day bring reproach and disgrace upon it. It will mitigate the evils of competition, and substitute for these evils the blessings which follow honorable and legitimate rivalry.

¹ For a suggested plan for our colleges, see page 177 in the February issue, article "One Way of Increasing Efficiency."

Is It Feasible?

Is such a plan of specialization and cooperation feasible in a system of schools spread over a large extent of territory? Though regarded as unworkable by some, especially before our school constituency reached its present maximum in number, we believe it is worthy of earnest study at this time.

One of the objections to the plan is the necessity of some students' changing school at the end of the fourteenth grade if the colleges are to specialize on the last two years' work. That this is an advantage to the student rather than otherwise, appeal to graduate students who have had the experience will demonstrate. The difference in teachers, even of equal ability, is sufficiently great that it is beneficial to a student to divide his period of college study into as many as two parts. Change of students is far less harmful to a school than too frequent change of teachers. The change would be mutual — an *exchange*; what a school would lose in one department, it would gain by accessions to another department. On this point of migration, Dr. Harper says: —

The habit of moving from one institution to another is beginning to gain ground. This is in some sense in imitation of the German custom, and when thoroughly considered it is a custom the advantages of which can not be denied. Hundreds and hundreds of students, I might perhaps say thousands, find it to their advantage, for one reason or another, to spend a portion of their college life in one institution and another portion in another.

Another objection is the added expense of travel because of the distance, especially if there were but three colleges. With our medical college on the Pacific Coast and our Seminary on the Atlantic, the travel item has not proved a serious impediment to their attendance. No student who has the grit to put himself through a college course, would let distance neutralize the drawing power of a school or a teacher that has what he wants, even if that distance stretched from ocean to ocean. In many cases it would call him no more than half-way across, and he often travels that distance on the round trip of his summer vacation. And further, it is safe to say that on their present basis our colleges pay on the average enough interest to more than cover the traveling expenses of all their students above the twelfth grade, if not of all in the school.

If the school pays its interest from its earnings, the rates must be made enough higher to cover it. If its obligations can not be met in this way, direct appeal must be made to the people to help lift the debt. In either case the money comes ultimately from the same source — the people. How much more heartily would the people contribute, if necessary, toward the traveling expenses of needy students, and donate or lend tuition money, than to apply it on the \$1,500 to \$3,500 interest that some of our colleges are paying annually, or to apply it on reducing old debts. The latter must be

done to help us out of the present situation, and we believe our people will do it cheerfully and liberally if some definite plan is put into operation to avoid increased obligation of the same kind in the future; but years ago we were admonished to establish in our conferences a loan fund for needy students, yet such strenuous effort has had to be made to keep the school itself in financial form that the vastly superior policy of investing directly in young people has been little practised.

It will hardly be questioned that three institutions can easily do all the real college work of the denomination in the United States; and if the work of even three can be placed on a more economic basis and be made more effective educationally by adopting a careful plan of specialization and cooperation, who is the one to oppose it?

Reducing Rank

If building for greater financial and teaching strength in our advanced education calls for a decrease in the number of colleges, it means that some of them reduce their present rank. While this in no real sense means backing water or hauling down colors, as we pointed out editorially last month, it is nevertheless gratifying to human nature to know that other schools have been doing this very thing, as also was shown last month in an extract from the United States Commissioner's Report for 1911. On this same point Dr. Harper somewhat prophetically says:—

Not Backing
Water

In the struggle for existence some of the colleges that have already been organized, and others, the organization of which is in the future, will be compelled to limit their activity to the sphere of work known commonly as the academic, or preparatory, field. It is probable that a careful examination of the colleges now chartered in the United States would show that at least twenty or twenty-five per cent are doing work of a character only little removed from that of an academy. This means simply that the term "college" has been misappropriated by these institutions. . . . Forty years ago such a college, if its small faculty had contained a few strong men, might have justified itself; but to-day the situation is changed, and institutions of this kind are recognized at a distance, if not at home, at their true worth. These, and, in addition, some that in times past have been more prosperous, will, in the course of educational development, come to occupy a more honest position before the world, and nothing could occur which would be more advantageous to the cause of education. . . .

More Honest
Position

While, therefore, twenty-five per cent of the small colleges now conducted will survive, and be all the stronger for the struggle through which they have passed, another twenty-five per cent will yield to the inevitable, and, one by one, take a place in the system of educational work which, while in one sense lower, is in a true sense higher. It is surely a higher thing to do honest and thorough work in a lower field than to fall short of such work in a higher field.

How *dignified* and *worthy* the work of a true academy may be, can hardly be known till it is thoroughly equipped with facilities and pro-

Dignify the Academy
 vided with the best teaching talent in the land — not only teachers who are best prepared pedagogically, but teachers who believe with all their souls in the mission of the academy, and who count it their joy to raise its efficiency to the highest pitch in its own field without aspiring to encroach upon college ground.

Important Aspects

It may seem at first thought like a big slump in educational stocks or like denying the faith to talk about reducing the number of our colleges. No judgment in the matter should be formed hastily, but the question merits candid and unbiased consideration in all its aspects. We can notice here only a few of the more important ones.

Colleges operating without an endowment and adding to their indebtedness year by year, or even maintaining a financial status quo at the expense of educational efficiency, can not go on thus forever. We may felicitate ourselves that we have been able to hold the good will of our constituency as long as we have, under the conditions that have prevailed for several years in the past. Should we not esteem it a privilege to raise our business and administrative sense to a par with our zeal and loyalty if by any possible right means it can be done? Surely institutional pride or nominal rank ought not to be allowed to stand in the way.

We have had much to say the last three years about raising the standards of our schools, yet we doubt that, in the case of our colleges especially, there is any very common understanding of what is meant by raising the standard. We can not speak for others, but for ourselves we are opposed to introducing any element of curriculum or admitting any spirit of administration that would engender a love of scholastic attainments for their own sake; or that would increase the danger of professionalism to the detriment of practical connection with daily life; or would expose our students to being deceived by the subtle errors of evolution and higher criticism; or would bring our youth under the baneful influence of social imitation of secular student life, of morbid adulation of men, or of presumptuous laudation of the institution. In order to avoid these evil results and to achieve the positive ends sought for, we are fully committed to making a strongly spiritual atmosphere paramount in all features of the school work; to building for special strength in elementary and secondary education; to limiting advanced education to such number of colleges as can do work of a high rate in quality in every particular, and so attract a host of bright youth now in the world; and to carry our course of study to such strength in at least one college as will earn an honest degree, or cease to give degrees at all.

In the country at large, scholastic degrees have come to be a variable quantity of wide range, but are now beginning to take on rapidly a very definite meaning. The Carnegie Foundation and the United States Bureau of Education are making some surprising exposures of

traffic in degrees, some from mercenary motives, some from misapprehension of their normal meaning. The bureau is engaged in rating colleges and universities throughout the country on the

Degrees basis of the value of their degrees, according to a widely adopted and approved standard. So far as we know, only one of our own colleges has been rated, but that one is put in the third class; that is, in the class of "institutions whose standards of admission and graduation are so low, or so uncertain, or so loosely administered," as to make it necessary for their graduates to take one full year more in some higher institution in order to obtain a standard degree. Are we willing to continue in such light before our fellow men? We do need the advantage in our work of the standing that an honest degree gives, but how many colleges can we afford at the present time, in either means or men, to recruit up to the standard of a normal degree?

A vital factor in determining the number of colleges to be operated, is the attendance, or student constituency, in college grades. In the year 1911-12 there were enrolled in our five colleges Student Constituency in the United States 1,019 students from grades 9 to 16. To this number we may add 150 to make a liberal allowance for increased attendance the present year, making a total of 1,169. We are safe in assuming that not more than one fourth of this number are above the twelfth grade; that is 292. To these we may add 100 more to represent students above the twelfth grade in academies, thus raising the total college student constituency to 392. If these were gathered together in one school, it would form the nucleus of a substantial college, and six to eight masters in the art of teaching could handle them effectively. If they were distributed equally among three colleges, each of them would have an enrolment of 131. This would seem a minimum for any college to start business with, and would leave an abundance of room for recruits from the 50 per cent of the youthful house of Israel who are not yet within the fold of the Christian school.

H.

Bible Nature Series No. 3

THE Department of Education has just received from the Pacific Press "Bible Nature Series No. 3," by Prof. M. E. Cady. This completes the Bible Nature series, and is adapted for grades 4, 5, and 6. This book, just off the press, will be welcomed by our primary teachers in all our church-schools. It is most interestingly written, and with the large number of excellent illustrations which it contains, makes the best book of the series.

S.



The Reading Course



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

CHAPTER XIV

The Value of Classics to the Teacher

1. Of what double value is literature to the teacher?
2. Why does literature give a truer insight into events than history? Illustrate.
3. What discriminating power does it exercise regarding political events?
4. What are the two main avenues of social culture?
5. How does literature broaden our knowledge of human nature?
6. What power does literature hold for those whose early life has lacked elements of culture?
7. Under what conditions only is this potentiality of literature realized?
8. Of what value would "The Schoolmaster in Literature" be to the teaching world?
9. What personal inspiration does the teacher himself need, and why? (See also "Education," page 282.)
10. How does Dr. Hillis explain the present lack of interest in text-books on ethics and morals?
11. Show that this principle is in accord with the use of the object-lesson in modern pedagogy.
12. Distinguish the "literature of power" from the "literature of knowledge."
13. How does the study of literature bring teacher and pupils into sympathy, and contribute to applied psychology?
14. Of what value is the cultivation of a sense of humor, and how is this best accomplished?
15. Summarize the ways in which the study of literature is profitable to the teacher.

Note

16. "Many books of no real value, books that are exciting and unhealthful, are recommended, or at least permitted to be used, because of their supposed literary value. Why should we direct our children to drink of these polluted streams when they may have free access to the pure fountains of the Word of God? The Bible has a fulness, a strength, a depth of meaning, that is inexhaustible. Encourage the children and youth to seek out its treasures, both of thought and of expression. As the beauty of these precious things attracts their minds, a softening, subduing power will touch their hearts. They will be drawn to Him who has thus revealed himself to them. And there are few who will not desire to know more of his works and ways."—*Education*, page 188.

"The springs of heavenly peace and joy unsealed in the soul by the words of Inspiration will become a mighty river of influence to bless all who come within its reach. Let the youth of to-day, the youth who are growing up with the Bible in their hands, become the recipients and the channels of its life-giving energy, and what streams of blessing would flow forth to the world! — influences of whose power to heal and comfort we can scarcely conceive,—rivers of living water, fountains 'springing up unto everlasting life.'"—*Education*, page 192.

Part II: Book, "Mistakes in Teaching"²

No. XXIX. The Teaching of History

1. What objection was raised to the teaching of history in the primary grades?
2. How did Miss Wardwell develop and conduct a history library?

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

² By Miss Preston's Assistant. Published by Hinds, Noble & Eldredge, New York; price, \$1.

3. What do you think of Miss Preston's method of teaching history backward? (Original answer.)

4. Describe briefly how she secured thoroughness in her history teaching. Note 11.

No. XXX. Nature Work

1. What did Mr. Lowell give as one of the reasons why nature work had been so nearly a failure in many instances?

2. How did Miss Preston make her nature teaching intensely practical and interesting?

3. How did she keep this up in winter? Note 12.

No. XXXI. Manual Training

1. How did manual training come to be introduced in this school?

2. Give some of the arguments in favor of teaching manual training in school.

3. Why did not the taxpayers object to the increase in their taxes which was necessary to provide facilities for manual training? Note 13.

No. XXXII. From Kindergarten to Primary

1. Give a brief statement of what you understand kindergarten work to be. (Original answer.)

2. What objections to kindergarten work were urged by the primary teachers?

3. What remedies did Miss Preston offer for the shortcomings of the kindergarten system?

4. What does she give as some of the benefits of the kindergarten?

5. Do you think our day-schools ought to provide kindergarten departments? (Consult the Testimonies before answering this question.)

Notes

11. "The use of the best historical and literary works as a means of strengthening moral motives and principles with children whose minds and characters are developing, is a high aim in itself, and it will add interest and life to the formal studies, such as reading, spelling, grammar, and composition, which spring out of this valuable subject-matter.

"History, in this broad and liberal sense, should be a powerful constituent of a child's education. That subject-matter which contains the essence of moral culture in generative form deserves to constitute the chief mental food of young people. The conviction of the high moral value of historic subjects and of their peculiar adaptability to children at different ages, brings us to a positive judgment as to their relative value among studies. The first question, preliminary to all others in the common-school course, 'What is the most important study?' is answered by putting the study of man in history and literature at the head of the list."—*Elements of General Method*, by Chas. McMurry, pages 49, 50.

12. "Nature study is a revolt from the teaching of formal science in the elementary grades. In teaching practise, the work and the methods of the two intergrade, to be sure, and as the high school and college are approached, nature study passes into science teaching, or gives way to it; but the intentions or motives are distinct—they should be contrasted rather than compared. The nature study method is a fundamental and, therefore, a general educational process; the formal science teaching method is adapted to mature persons and to those who would know a particular science.

"Nature study, then, is not science. It is not knowledge. It is not facts. It is spirit. It is an attitude of mind. It concerns itself with the child's outlook on the world."—*The Nature Study Idea*, by L. H. Bailey, pages 5, 6.

"We are to open the child's mind to his natural existence, develop his sense of responsibility and of self-dependence, train him to respect the resources of the earth, teach him the obligations of citizenship, interest him sympathetically in the occupations of men, quicken his relations to human life in general, and touch his imagination with the spiritual forces of the world."—*Id.*, page 11.

(Concluded on page 280)

OUR ROUND TABLE

Common Faults in Composition and Their Treatment

BY WINIFRED P. ROWELL

THE composition teacher may be compared to the physician, who by his skill detects abnormal conditions and prescribes their cure. To the wise teacher, faults in composition are merely symptoms of mental and moral conditions needing skilful treatment, often a kind of surgery, but, like most bodily ills, responding readily to natural treatment, the providing of proper food, and exercise. A teaching experience covering nearly two decades has brought under my notice most of the errors a composition student is liable to fall into. For my own convenience in the detection and treatment of these errors I have made certain classifications that may be of service to other teachers.

Faults in composition may be roughly divided into three groups: mechanical faults, faults of intellect, faults of temperament. This classification is convenient rather than accurate, since mechanical faults are due either to ignorance or to carelessness, and are therefore to be classed strictly as intellectual or temperamental. Nevertheless it is convenient to give separate consideration to errors in spelling, punctuation, paragraphing, and the various other matters that have to do with thought and its expression in only a mechanical way.

Before discussing the causes and cures of these three classes of errors, it is well to notice certain general principles governing the treatment of all, primarily in written composition, but equally in oral. All criticism is either constructive or destructive. Only constructive criticism is of value to the student whose soul is blindly feeling its way to expression. Constructive criticism has certain definite qualities: —

1. *It is sympathetic.* Even genius will rarely flower in an unsympathetic atmosphere, as the history of English literature well attests. What then of the exceedingly tender plants the composition teacher is endeavoring to nurture into life? From the first the teacher must cause the student to feel that he has an interested listener to all his efforts at self-expression, and that suggestions and corrections are given in order to stimulate and direct his efforts, not to find fault with him because he is ignorant and careless.

2. *It is positive rather than negative.* It consists of *do's* rather than *don't's*. Or if *don't's* are imperative, they are given, not in arbitrary statements, but in such a way as to waken thought in the mind of the pupil. The teacher should remember that unless he is training his pupils to think and write correctly without his guidance, he is not teaching in any real sense. In positive criticism the teacher seizes upon the strong

points of the pupil's work and, recognizing their excellence, tries to bring the entire work up to the same standard.

3. *It is intelligent.* It discriminates between the lesser and the greater faults. Frequently the teacher finds strong, virile thought couched in ungrammatical sentences, crippled by a lack of understanding simple rhetorical principles. He must use great care not to discourage the strong individuality of the pupil in the effort to purify expression. He must be able to distinguish quickly between natural energy of expression and slanginess, between polished emptiness and clear expression of truth. Sometimes the pupil whose work needs the least correction in detail is the one whose work is the least worth reading. It is well to read a theme twice, the first time to get the impression of it as a whole, the second to correct the errors.

4. *It is stimulative, creative.* It draws out the inmost powers of the pupil, and constantly inspires him to his best, causing him to think quickly, truly; to apply his mind to new subjects constantly; to see with new eyes, hear with new ears, the common business of life going on about him. In order to write or speak anything worth while, the mind must be wrought up to a pitch of creative energy. It is the privilege of the teacher to create in the pupil the spirit of enthusiasm that will make composition a pleasure rather than a task, and the composition class a bright spot in the day.

No teacher but the one who finds joy in his work can give the sympathetic, discriminating criticism that will create this mental energy in his pupils.

Physical Recreation

BY G. H. HEALD, M. D.

ONE of the most strenuous men that ever sat in the presidential chair is Theodore Roosevelt. Those who came in contact with him while in office speak of him as a "living dynamo." Capable of doing a vast amount of work, he perhaps never lets a day pass that he does not take some form of recreation. This recreation enables him not only to do in eight hours what he could do in ten without the recreation, but to do it better, and, moreover, to conserve his health so that he will be able to put in more years of solid work.

But Mr. Roosevelt was not always sturdy. As a lad he was a weakling, not only deficient in physical strength, but sickly. Yet he had good enough judgment to appreciate the value of physical exercise and an outdoor life. Going to the West after college days, he took up a cowboy life, and continued it until he had laid the foundation of the superb health that has been the basis of his success in public service.

Called back from the West to an active political life, he did not allow these activities to keep him from having his daily recreation. Even during the trying times of his presidential work, which to some men

would have meant work early and late, with little time for meals and sleep and none for recreation, he realized that his success depended upon his physical fitness from day to day. He kept himself fit largely by ample outdoor recreation—tennis, horseback riding, cross-country jaunts, and the like.

The lesson is especially pertinent to teachers and pupils who are often prone to begrudge the time required for recreation. The "grind" may win the student honors at school, but often he (more often *she*) may do it at the expense of success in later life. No amount of school success will make up for loss of health.

Too often young people are graduated from school without forming the habit of taking recreation, and later recreation seems impossible to them. They can not find it interesting. They have nothing to divert themselves from the daily grind, and though they may be estimable, conscientious, and all that, the strongly vital, electric element which makes for leadership is lost from their lives.

Our Educational Exhibit

FROM east to west and from north to south, from presidents, heads of departments, principals, and educational secretaries and superintendents, have come letters of inquiry concerning the educational exhibit at the General Conference. The response already received is very encouraging, and indicates a meritorious display of school work.

We hope to provide booths for each institution participating, with a large section reserved for church-schools. All material should be plainly marked with the name of the institution sending it, and that of the church-school with the name of the conference where it is located.

Of course, institutions and conferences sending material will be expected to pay all transportation charges. Some one connected with the school or conference should be made responsible for the return of material if desired. Much of the lighter material may be included in the baggage of those planning to attend. Freight or express shipments should be made to Prof. H. R. Salisbury, Takoma Park, D. C. If you have not written signifying your intention of participating in this exhibition, do so *at once*, that available space may be reserved for you.

CLIFFORD A. RUSSELL, *Chairman Educational Exhibit Committee.*

The Reading Course

(Concluded from page 277)

13. "Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures,—covering as many as possible of the most useful trades,—also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment-rooms should be provided, and the work in every line should be under the direction of skilled instructors."—*"Education,"* by Mrs. E. G. White.



THE NORMAL



Daily Oral Review in Arithmetic

BY NELLIE D. PLUGH

It has come almost to be an axiom among good teachers of arithmetic that each day's recitation shall begin with a brief, wide-awake drill of the work done in the previous lesson. Such a drill should cover its main points; these points combined with others; and, as need arises, such previous work as may lead up to the day's new lesson.

Usually these few minutes of drill will be only on the new features of the previous lesson. Perhaps it is a class in seventh-grade arithmetic. Yesterday the subject taught was taxes. To-day's drill would have such questions as "Who pays taxes?" "To whom?" "What for?" "What kind of goods is taxed?" "What in this town is paid for by taxes?" "Are the taxes levied by the town?" "By whom?" "What is a man's tax on a \$5,000 home if the rate is $\frac{1}{2}\%$?" "What must be the rate of taxation when the assessed value of the property is \$5,000,000 and the amount to be raised is \$1,000?" Perhaps during the teaching of taxation you did not speak of the use taxes are put to in the locality. Thus you cover the main points of yesterday's lesson and bring in the new element of post-office, schools, road improvements, county officers, and so forth. Or, again, in to-day's lesson the children had trouble with this problem: If 16 men require $31\frac{1}{2}$ days to do a piece of work, how long will it take 28 men to do it? After explaining it thoroughly to-day let to-morrow's review have problems like: Four men paint a house in 12 days. How long will it take one man? 6 men? If 5 men require 40 days to dig an irrigation ditch, how long will it take 8 men to dig it? Repeat the principle of yesterday's problem several times, using simple numbers until it is mastered.

Occasionally you may wish to combine with your review the work of several days or even weeks before. You are in denominate numbers. You have taught avoirdupois weight and you wish to combine common and decimal fractions with your review in weight. Your questions may be somewhat like: An ounce is what part of a pound? Four ounces is what part of a pound? What is $\frac{3}{4}$ of a pound? A pound is what decimal of a hundredweight? A hundredweight is what part of a ton? what decimal? How many pounds in $\frac{4}{5}$ of a ton? How many pounds in $8\frac{1}{4}$ tons of coal? If coal costs \$9.25 a ton, what will $\frac{2}{5}$ of a ton cost? Or, you may be teaching the multiplication table and your review for to-day is on the table of seven. You will meet your class with a quick succession of: 7×8 is what? How many sevens in 70? What times 7 is 63? What is 8×7 ? 7 sevens are what? And several problems like:

Guy sells 8 papers a day. How many will he sell in a week? Then to keep every one thinking and awake, ask, 4×9 ? 8 3's? How many 6's in 54? 36 divided by 12? including combinations that have been most troublesome in the tables before seven.

The wise teacher looks ahead and plans his oral work so that it is not only a review, but also prepares for the next new lesson to be taught. Before taking up percentage, the reviews for several days should contain the principles taught in percentage. They are the same in fractions, and special emphasis should be laid on these problems for several days before taking up the new work. To illustrate: Problems like, What is $\frac{1}{8}$ of 32.96 miles? and $2\frac{3}{4}$ times \$100 is what? are getting the mind ready for problems to find the base in percentage; 12 is $\frac{1}{2}$ of what number? and \$40 is $\frac{2}{5}$ of how many dollars? prepare for the second case in percentage; while 40 is what part of 50? and $1\frac{1}{2}$ is what part of $4\frac{1}{2}$? are paving the way to find the rate when the percentage and base are given. With this work thoroughly done, the work in percentage is really mastered before it is begun.

Although the school under military discipline is to be tabooed, there is one place where it is the teacher's privilege to satisfy his love for army order, and that is in the oral drill on the previous work in arithmetic. Here is the place for the wide-awake teacher to be the widest awake, and the sleepy teacher to fail if he doesn't right about face. Enough of the shoulder-arms spirit should characterize such a drill that it will be marked by quick, decisive orders, rapid thinking, and prompt answers. The teacher's attitude toward his class has very much to do with the results of such a drill. He must be brief, decisive, brisk, and definite. Children are responsive creatures, and the teacher's directness will be rewarded by united, alert, and rapid work. Every child should be at attention and thinking, not only on his particular problem, but on every problem given.

Every arithmetic class has its slow-thinking or inefficient pupils. Some special attention should be allowed these, giving such children a little more time to think, but letting them understand that something is expected of them, and always getting some sort of result when you once start for it. These slower children may not be able to keep up with the work of the majority of the class, but a teacher must be watchful that such are making an effort. Occasionally give these pupils a question simple enough to be answered by them promptly. Or if the question is difficult, pause long enough to question and bring out the answer. This need not occur often in a class period, but often enough to keep every child encouraged and feeling that he is a part of the class.

Another point in the character of the oral work is to have it varied. It defeats its own purpose when it gets stereotyped or prosy. Little surprises at the beginning of the recitation will do much toward stimulating an interest in the work and holding attention. If the previous lesson has been on linear measure, to-day's review, instead of stated

problems, may be a drill in estimating and measuring lengths about the room. If the subject is area, review it by giving each child a rectangle of paper to be measured, marked into strips, and the area shown. In your classes in common and decimal fractions use some of the drill ideas you use to teach your primary people the tables. Occasionally have a half-minute paper. It may be a simple problem to analyze, or giving the pupils slips of papers to be numbered from 1 to 5. Give a problem. Pause long enough for the children to get the answer, then give the signal to write the answer. After the five problems are given, take up the papers and mark them. The progressive teacher will find ways to make his work varied, and each new success will be an inspiration to another.

There are several purposes to be gained in the oral review. First is the effect of such a drill, if carried out properly, on the spirit of the class. It is like the cool bath in awakening pupils to their best work. At the same time it seems to lubricate the machinery, and the work moves on with less friction. In the twenty-four hours between recitations children become a bit rusty in spite of thorough teaching, and a few minutes' review will brighten up the mind and insure against loss of skill in performing work.

It is a well-known pedagogical fact that the oftener an impression reaches the child's mind, the surer he is of the mastery of the idea the impression stands for. Probably the most important purpose of the oral review is the reenforcement it gives to previously made impressions. You have seen a carpenter, after he has driven a nail, go to the point at the other side, and with his hatchet on the head, strike the point with a sharp blow which flattens it out and clinches the nail so securely that there is no possibility of loosening. The oral review is clinching facts in the child's mind. Of course, important facts of a day's lesson are summed up at its close, but the clinching process is not complete until the mind has had time to digest its new ideas and the facts required of the child at a later time. There are a few children who never really get a lesson the day it is presented, but who revolve it about in their minds, and finally grasp its meaning after the majority of the children have left it. To such the oral review is a saving grace, as their only means of expression.

Another purpose, almost as important as the last, is testing the child on what has been taught. The questions of the review should cover, as far as possible or practical, all points of the previous lesson. The answers show how thoroughly the lesson has been grasped, and if there are weak places, what they are. Besides testing the child's knowledge it tests the teacher's own work. If he finds a very common error or a general lack of accuracy, he may know his work in some way has failed. It may be he has not held the attention of the class through the entire lesson; he may have presented the subject poorly; the schoolroom may have been poorly ventilated or too warm, and the children logy as

the result; or he may have tried to present too much at a time. A little thought will prove to the teacher what the mistake has been, and give the opportunity to make a change.

The oral review may do another thing. Often a teacher finds he has pupils whose previous training has been weak along some particular line. Suppose it is a case of slow, inaccurate addition. Or, as so often happens, it may be a weakness in fractions. The oral review may often have problems from the previous lesson which will include these weaknesses. I have seen several classes in upper-grade work become proficient in fractions through just such an effort persistently carried out, little by little. Perhaps the commonest error that teachers leave for the after-years to overcome is the neglect to develop the reasoning power. Here, in the oral review, where there is no pencil to rely upon, is the ideal place to teach a child to think, independently of the props he has leaned upon.

In drill work the teacher must guard against inaccurate and ungrammatical statements. Accept nothing but good English, and insist upon accuracy and careful work here, perhaps, more than anywhere else in the day's work, unless it is in your language class. It is the final impression you wish to give; then let it be perfect in every respect.

These drills should occupy but a few minutes,—from one-half minute to two minutes in the ordinary recitation,—but they should come five days in the week and every week in the year. The work should not be heavy. A gymnastic teacher will give light exercise rather than violent work to develop grace and strength. So skill and ease in the solution of problems come from incessant oral practise with small numbers.

To conclude: The ideal oral drill of the previous lesson introduces every recitation in arithmetic. It clinches the work of the previous day. It is a stimulus. It is a test of the work of both teacher and pupil. It overcomes inefficiency in previous training. It aims for rapidity, accuracy, ease, and simplicity. Carried on successfully, it will bring a new atmosphere of happy work and accomplishment into the life of the entire school.

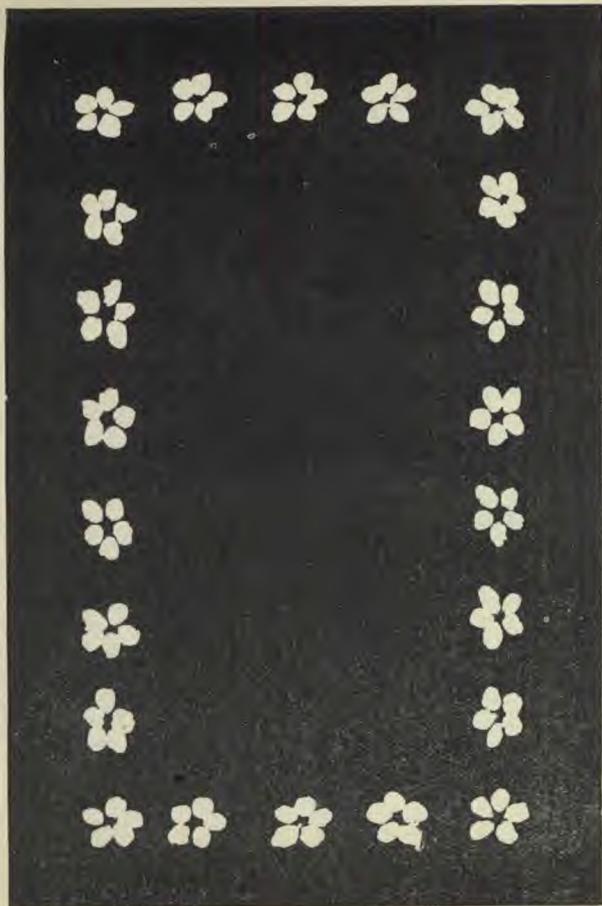
Lessons in Drawing

BY DELPHA S. MILLER

MAKE drawings of spring flowers in color. Mount on suitable tinted papers. Make an envelope of cover paper; decorate with flower border. Use for holding the flower drawings.

Continue the booklets begun last month. Draw in color from the flowers as they appear. Devote a page to each. Change the size and shape of your flower booklet this month. When the pages are filled, go over the margin lines with green or a delicate tint of other color.

Allow children to trace around patterns of birds and butterflies; cut these out and color both sides of the paper. Suspend by threads in front of a window, or, folding the butterfly wings together a bit, mount them on the wall. These butterflies, when combined with colored, cut-out pictures of flowers, make a very gay and realistic picture.



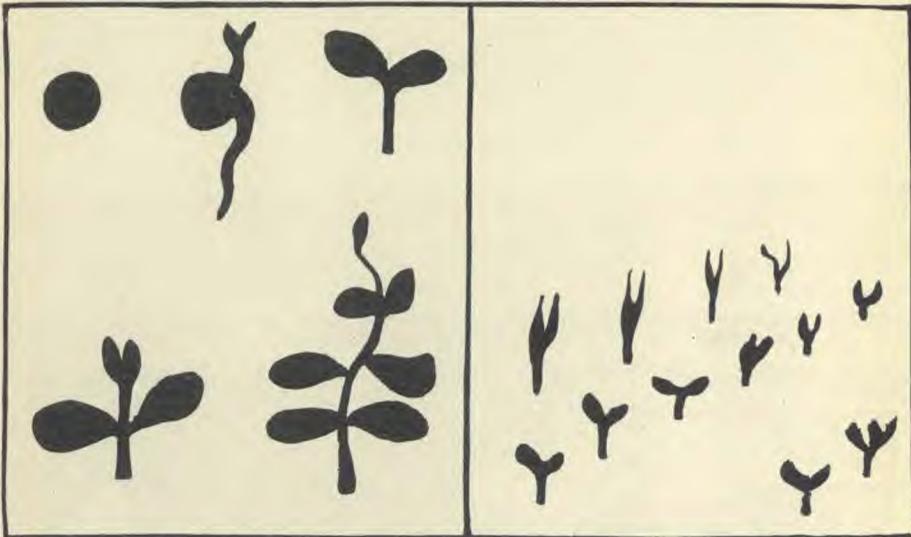
DECORATED ENVELOPE.



BUTTERFLY PATTERNS



The making of a little book of paper cuttings only, picturing the gardener at work, his tools, and his growing plants, will be interesting and useful to the children.



The garden booklet may have radishes, peas, lettuce, etc., pictured upon its pages. From time to time illustrate games of the season and other occupations besides gardening. This may be done with paper cutting, crayola, or at the blackboard.

Hidden Cities

BY B. B. DAVIS

IN the following story are hidden the names of twenty cities in the United States. How many can you find?

Starting from the angel city, we make our first long stop at a city whose name suggests a steer weighing two thousand pounds. After we have seen the sights here, we stop at the meeting-place of many influential men, and think of a church service.

From here we go to a section of country covered with sturdy trees, then on to visit a religious order founded in 1208. Here we take passage on a steamer and enjoy the sea breezes until suddenly the captain shouts, "I have found it," and before we have time to ask what he has found, the gangplank is lowered, and we are hurried off the boat.

Our next stop carries us in history back to 1692 when a strange delusion developed in another town having the same name. We find the next stop too masculine, so we hasten on to one which is more feminine. Some of our party, being young men, have an impelling desire to join a tribe of Indians. As we were approaching them, a large rock was hurled at us; so, without stopping, we hastened on to ask advice of our friend, a German statesman, who was visiting America at this time. He did not wish to decide our case against the Indians, but referred us to our former president. We could not see him, however, as he had gone with his counselors for an outing to a secluded spot by a river where its banks rise almost perpendicularly for several feet.

As we were passing a large building where flour was stored, our Chinese guide, who had noticed rain-clouds coming up in the west, urged us to "waukee faster." We followed his advice; but to my sorrow, for I suddenly tripped on a small stone. For a moment I wished our Chinese guide in subterranean water at a temperature of 212° Fahrenheit. This feeling did not continue long, for my attention was called to a rare quadruped taking an ablution. It broke away from its keeper, and only divine foresight brought us to a new place of safety. (For the key see page 296.)

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

SECOND TERM

Lesson 38 — Review (With Lesson 5)

RECALL the great work of healing the centurion's servant. What brought sickness? Everything was lost. By simple questions recall the plan of redeeming or buying back all. What was lost? — The home, the innocency, and the *life*. How much did man get for it all? Question about the cost to buy it back, and the helpers in this great work. God's goodness and love shown in it all.

Lesson 39 — Parable of the Tares

AIM.— To teach that the good and the bad are not to be separated till Jesus comes, but the difference should be plainly seen.

INTRODUCTION.— Show the real plants, or sketch one of wheat and tares. Get the idea of pupils about the origin of weeds. Show seed, and talk about planting and harvesting.

LESSON.— Recall the parable of the sower. Jesus tells another story of seed sown in the *same* ground. Give word-picture of the great company, the sick on mats, and a multitude of eager listeners, gathered about him near the Sea of Galilee. In the fields near by were sowers and reapers, busy at work. Explain what Jesus said. Sowed good seed — not mixed with weeds; in his *own* field; during the night — when not seen by any one, he thought; an enemy — some one who had a spite at him and took this way to get even; sowed tares — weeds that would grow and choke the good plants; went his way — did not need to cultivate them, they would surely grow. Tell how the rain-drops fell, and the sunshine warmed the seed-bed, and soon the little blades appeared, and they all looked alike. He was clever to sow the kind of seed that would not be noticed till it was too late to pull them up. Tell when noticed, and the request of the servant, and the reply of the Master.

CONCLUSION.— Tell how in the country where Jesus was talking men really did do such things, — sow weeds in the field of an enemy. Teach lesson about the treatment of an enemy. Jesus took this way to teach his disciples about his work in the earth. Our next lesson will tell what he meant by this story.

HELPS.— "Christ's Object Lessons," pages 33, 34, 70-75. Good pictures in these pages.

Lesson 40—The Parable of the Tares Explained

MEMORY VERSE: Matt. 13: 43

AIM.—To explain the parable of the tares. To impress upon the minds of the children that we reap what we sow.

INTRODUCTION.—Review the parable of the sowing. The scene is changed; Jesus and the disciples are in a house.

LESSON.—Tell what Jesus said, explaining so children can understand. Dwell upon verses 40, 41. Talk about the harvest, picture the servants at work, and tell the story of the great harvest in the end of the world. It will be just as real as the harvest here. Make plain that the righteous and the wicked are to live together in this world till the end,—no millennium; never will all become good seed; the tares are to be destroyed.

CONCLUSION.—We are either wheat or tares, and shall have to be among one class or the other. When we give up self, Jesus changes our hearts, and we become the good seed. Let us use our ears to hear only the good, and not let the enemy put bad thoughts into our heads. If bad thoughts are sown, what only shall we reap?

Lesson 41—Parable of the Net

MEMORY VERSE: Matt. 13: 49

AIM.—To deepen the lesson taught by the parable of the tares.

INTRODUCTION.—Review the parable of the tares, and tell how Jesus gave many pictures in trying to teach truths about the kingdom of heaven. Show or sketch pictures ("Christ's Object Lessons," pages 94, 95) of fishing-net, and picture the multitude gathered about Jesus as he tells the parable ("Desire of Ages," page 333).

LESSON.—Tell about earthly kingdoms and how they are set up. Explain the meaning of the kingdom of heaven, and tell how this whole earth is to become the kingdom of Jesus. He said his kingdom is like a net,—a net to catch fish. "Cast into the sea"—they were by the sea where men were fishing. "Gathered of every kind"—good and bad fish. Picture the toil of bringing the full net to the shore. There were all kinds of fish in that sea, some even poisonous. Busy time separating them; no use made of the bad ones. "So shall it be in the end of the world" (see next lesson).

CONCLUSION.—Bring out the facts as to how the fishermen know the good from the bad (Lev. 11: 9-12). By their looks they were known. By our looks and actions we are known. We are to live among the unrighteous till the end, but the fruit of our lives tells to which class we belong.

Lesson 42—Parable of the Net Explained

AIM.—To explain the parable of the net. To teach that we are to give to others the truths we learn.

INTRODUCTION.—Recall the parable by questions.

LESSON.—Explain step by step. "Casting the net"—preaching the gospel. There are different ways of preaching the gospel. Show how even children can tell of salvation through Jesus by their lives. The gospel gathers both good and bad into the church. These are not to be separated till the end of the world. The work of separating not given to men. No hope of being saved after the separation. When the disciples said that they understood what he said, he taught them that it was their duty to give it to others (Matt. 13: 51, 52).

CONCLUSION.—What is our duty? Recall the same truths taught in the parable of the tares. Read Eze. 33: 11 to show that God does not desire the destruction of any.

HELPS.—"Christ's Object Lessons," pages 122, 123.

Lesson 43—The Transfiguration

MEMORY VERSE: 1 Thess. 4: 16, 17

AIM.—Through this story to impress the importance of hearing and obeying Jesus.

INTRODUCTION.—Sketch a map of Palestine and locate Casarea Philippi, near which Jesus was when he spoke what is recorded in Matt. 16: 28. Tell of the sadness that filled the hearts of the disciples (verse 21).

LESSON.—"After six days"—after he told them of his coming death. Give word-picture of the journey up the lonely mountain ("Desire of Ages," pages 419-426). "Transfigured"—changed. His inward glory—"divinity from within flashed through humanity." Prayer opened the golden gate of the city of God. "His face did shine as the sun." Heavenly visitors talked with him. Explain the classes these two visitors represent. Apply to the memory verse. A cloud overshadowed them—showing the

presence of God as in the tabernacle. The voice—God acknowledges his Son. "Hear ye him." They humbled themselves in God's presence. Tell how the entire night was spent on the mount, and how the disciples wanted to linger longer; but there was work to be done for the people. Jesus could have returned to heaven with Moses and Elijah, but he was faithful and came and died for us.

CONCLUSION.—God tells us that Jesus is his Son, and that we are to hear him. Refer to some plain things he said to children, and close with pointed questions.

HELPS.—"Desire of Ages," chapter 46.

Lesson 44—Blind Man Healed (John 9)

MEMORY VERSE: Isa. 29: 18

AIM.—To deepen the faith of the children in Jesus, that he truly is the life and the light of the world.

INTRODUCTION.—Talk about how Jesus went about doing good,—healing the sick, stilling the storm, and raising the dead. He had wonderful ways of helping. He did not live to be helped, but to help others (Matt. 20: 28).

LESSON.—The lesson tells how he helped a poor blind man. "As Jesus passed by"—in his journey he found opportunity to let his light shine, to be a blessing to somebody. "Who did sin?"—they thought that God sent disease as a punishment. Jesus showed them God's mercy and love in giving sight to the blind. Give word-picture of the scene and the happy change in the man. Tell of his willing witness for Jesus. He taught them that now is the time to do good to others, to let their light shine.

CONCLUSION.—As God sent Jesus into the world, so we are sent (John 20: 21). Show how children can be lights in the world, especially in the home, if they have Jesus with them (John 1: 4). Teach what may be done on the Sabbath day. Do not neglect the questions to learn how much of the lesson is grasped.

HELPS.—"Desire of Ages," chapter 51.

Lesson 45—The Rich Young Man (Mark 10: 17-31)

MEMORY VERSE: 1 John 4: 7

AIM.—To help the children to prize the heavenly treasures, and to understand better what it means to follow Jesus.

INTRODUCTION.—Talk about riches and the good that can be done with them. Question as to what pupils would do with money if they had plenty. Call attention to real riches or treasures that money can not buy. Make lists and compare values.

LESSON.—The story is about an unsatisfied rich man. Picture the scene. He saw Jesus bless the children; the longings of his heart. "Came running"—anxious for something. Kneels at Jesus' feet and asks—Jesus had what he wanted—the treasure that money can not buy—eternal life. "All these have I observed"—been obedient all his life, he thought. "One thing thou lackest"—he had an idol in his heart; he loved his treasures and would not give them up. He did not love God more than everything else. "Went away grieved"—unhappy because he clung to his idols. Make vivid the sad scene—a decision for eternity.

CONCLUSION.—The young man said "No" to Jesus. What are we doing each day? Perhaps we have idols to give up,—love of pleasure, of nice things, having our own way, etc. If we follow Jesus, we must give up all. God must be first in all our plans.

HELPS.—"Desire of Ages," chapter 57; "Christ's Object Lessons," pages 390-395.

Lesson 46—Parable of the Vineyard (Matt. 21: 33-43)

MEMORY VERSE: John 17: 3

AIM.—To help the children to see that we belong to God.

INTRODUCTION.—Talk about orchards and vineyards and about owning things. Tell about the vineyards where Jesus lived; how the owners took good care of them and of the delicious fruit they produced.

LESSON.—"Planted a vineyard;" picture the care in setting out the vineyard—straight rows. "Hedged it"—fenced it for protection. "Dugged a wine-press"—a hole in the ground lined with cement, in which to press the grapes. Two vats, one above the other, the upper one shallow where the grapes were pressed, the lower one to receive the wine. "Built a tower"—a tall house, a shelter for watchmen and a summer retreat for the owner. "Let it out"—could not stay to care for it himself. "Sent his servants"—expected good fruit; he should have had the best. Picture the scene when servants came, and their selfishness. (Story explained in next lesson.)

CONCLUSION.—Question about vineyards and the order and care of them. Talk about owners and their rights. To whom do we belong?

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.

Every Home a School—No. 8

THERE are many helpful hints in the interesting letter in this issue from Mrs. C. Would that more mothers felt the responsibility of motherhood as she does.

I was especially impressed with her plan of first filling her own mind with the story of the lesson, then giving it to the child, not in a formal study, but simply as a story. I think that is giving the sincere milk of the Word, which the apostle Peter speaks of.

It is such a help to hear the experiences of other mothers that I wish every one who reads this letter would write to me and give her experience. It may be your children are older, and you have more difficult problems to wrestle with. You may have questions you would like to ask. Write them out, and we will do our best to answer them. But you say, "I can not write for a paper; I never did such a thing in my life." Now please do not be frightened about that. Just write a simple letter to the editor of the Home department, and she will arrange it in proper form for use. Mrs. C.'s letter follows:—

An Example of Home School Work

DEAR MRS. LEWIS: I am deeply interested in the work of home education. My eyes and ears are wide open for every bit of help I can obtain from the experience of other mothers that will assist me in the sacred and important duty God has given to me as a mother. Many times during the past few years I have longed for just such help as you are now giving the mothers through CHRISTIAN EDUCATION.

Like many mothers who are unprepared for teaching, the question of how and what to teach my little girl during the first few years was a perplexing one to me. I felt that it was not best to send her to school during the tender years, yet *how* should I teach her at home? In my experience this question was answered gradually, from day to day, as Mary played around me while I did my home work. Soon I began to feel "How can I help teaching?" As the child's mind began to develop, as questions began to come to her, the only thing I could do was to answer them. I never felt like saying, "Never mind, dear, you will understand that later." That would not satisfy her. But to answer simply the ques-

tions and satisfy her desire to know, was not so hard to do as I thought it would be before the experience came to me.

After Mary was tucked away in bed in the evening, I would try to fill my own mind with "pretty stories" for the next day. She never tired of stories, but I frequently failed in having a supply equal to the demand. From about two years of age she was so much interested in the "story" of the Sabbath-school lessons that she began to retain the thoughts and to commit the simple, short memory verses. So it was just by hearing the story over again in conversation that she learned. To sit down and read the lesson with the thought of teaching it to her was tiresome, and would accomplish nothing; while she would love to hear me talk about it if I first had it in my own mind. Likewise a story with a *picture* would hold her interest. She would read the picture and invariably say, pointing to the picture, "Read it again, mama, read it again." By the time her desire for repetition was satisfied, the story was so fastened upon the little mind that I would often hear her talking about it while playing with her blocks, or in some other way.

She was much interested by the use of *objects* in the study of the lessons, such as a folded piece of paper for a tent when talking about Abraham, some mounted sticks for the angels coming to the door to meet Abraham, and another mounted stick for Abraham in the door of the tent. I frequently used little squares of cardboard with pins through them for men, as these are more quickly arranged than to mount the sticks. Some simple object that she could see and that would make us think about what it was designed to represent, was intensely interesting to my little girl of two years. I made use of simple suggestions from the *Sabbath School Worker*, and when isolated from church privileges for several months at a time we would have precious seasons on the Sabbath. Mary looked forward to the Sabbath as a day when mama had time to spend with her, and would ask for frequent repetition of the story of the lessons with the simple objects used, which I felt was a token of her grasping the idea and understanding enough at least to keep her interest.

I know mothers often feel, "O, it is too much time to spend with a child, and I have no time to read or do anything I want to do!" and so the little one is sent away with an "O, don't bother mother now! I'm too busy." I believe the better way is to be interested in the thing that will interest the child and will *direct* the thoughts of the tender years.

When Mary was about three years old, and we had the privilege of again going to Sabbath-school and church, I had no trouble about her behavior. She was so interested in the lesson or sermon that she was glad to listen. Of course I know she did not understand much; but sufficient familiar expressions reached her ears to hold her attention. One Sabbath I did not go to the Sabbath-school. Mary went with her papa, and as a substitute teacher could not be found, the little class did not meet. The children stayed with their parents. Mary missed the class so much that she carried home the little burdened thought, and her first words to me were, "Mama, the man said there was no place for the children." I thought if parents and Sabbath-school officers could hear such expressions from the little hearts, they would try harder to make a "place for the children" in our small churches, where the little ones are often neglected.

Dear Mrs. Lewis, it seems to me I am leaving my subject; I intended to mention only points of experience in teaching Mary after she was old enough to begin to learn to read. I first provided her with a black-

board at about three years of age, and let her use the board to her heart's content. She would make marks or circles to represent anything to suit her fancy,—houses, pencils, people, etc. This afforded her much pleasure. When about four years old she began to make "marks" that looked like the object she wished to represent, such as an apple, or a kitty, made with its tail up or down, it mattered not which; for to her fancy the kitty was running the opposite way from the direction of the tail, which was usually more prominent than the head of the kitty.

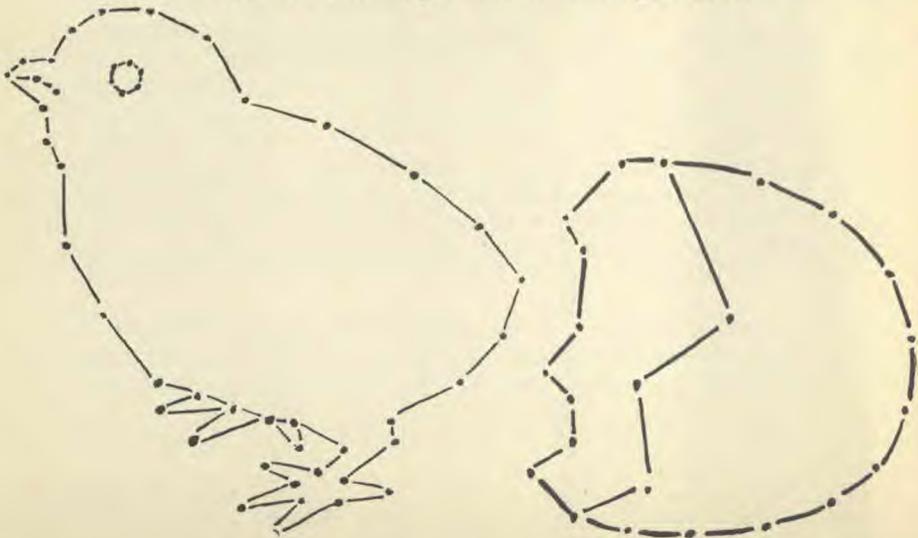
Soon we began to make letters on the board, and very soon to make them into groups with the picture of the word near the written word. This awakened a desire to know more; and soon a group of words on any object, perhaps the "Corn Flakes" box, would attract her attention; and by her, "What does this say, mama?" she made my task of teaching very easy. When a word was used in her hearing which she did not understand, the same question, "What does it mean, mama?" must be answered.

When she was about six years of age, I began the use of the "True Education Reader, Book One," which was a constant delight to her. Ten or fifteen minutes a day for several months gave her a very good start in reading and spelling. This we found a pleasant exercise for us both, and I believe any mother spends her time well when she gives thought to the home school work of the little ones.

MRS. C.

A Chicken's Puzzle

"I don't know how it happened,
I can't understand it a bit;
A moment ago I was curled up so,
And all I could do was to pick.
So I picked and I picked and I picked
Till there came a great crashing sound;
The first thing I knew the shell was in two,
And I standing safe on the ground."

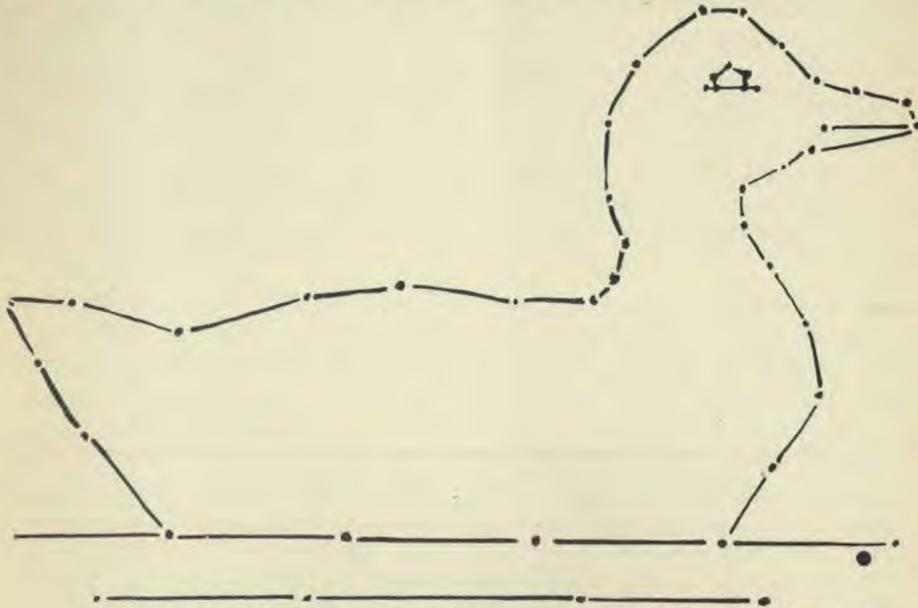


The Swimmers and the Scratchers

"O MAMA, come quick! the little ducks have gone out on the pond and will be drowned," cried Edna in much alarm.

"Never mind, dear, the little ducks know how to swim, even if the mother hen does not."

"Why, mama, how is that? You know the little chicken that fell into the water almost drowned, and when the ducks went into the water the mother hen ran along the bank acting so frightened."



LET THE SMALL CHILDREN SEW THE DUCK, THE LARGER DRAW AND PAINT IT

"If you and Elvira will quickly clean up the back yard, we will go out and see the ducks and chickens, and I will tell you about them."

The two little girls went to work in real earnest with broom and rake, and soon the back yard was as clean as could be.

"We are all through, mama," cried both children.

"Very well, you may take this little pail of water, and I shall take some feed. We shall feed the brown hen and chickens first. Do you see how sharp the claws are? Let us catch a little chicken and see how its feet look. How many toes has it? See, it has a sharp, pointed bill. It used that first to pick its way out of the shell. Now that it is larger and can run around with its mother, it picks up seeds and other food. Its feet are made to scratch with, but it can not swim. That is why the white hen that we set on duck eggs was so frightened when the ducklings went into the water. Of course she did not know we played a joke on her when we gave her duck's eggs instead of hen's eggs. She did not know she hatched ducks instead of chickens. I see the ducks have come ashore, and feel better for their bath. The hen seems quite

contented now that she has them once more on dry land. Let us go down where she is and see if we can find out why the ducks can swim so nicely and the chickens can not."

"O mama, I know! they have different feet."

"Yes, we call them web-footed. They have two webs between the three front toes. They use their feet for paddles, as the boatmen does his oars. Some web-footed birds have three full webs. The feathers of these web-footed birds are oily, so the water does not soak in as it would on the hen's. There are many birds that can swim for this reason — ducks, geese, sea-gulls, petrels, and others. Some of them almost live on the water. They can fly for miles, then rest on the waves, and fly again. We shall call them swimmers, and the chickens we shall call scratchers, because their feet were made to scratch for their living.

"Some persons use the flesh of both the swimmers and the scratchers for food, but I think it is much better for us to let them live, and have their eggs and feathers. Duck and goose feathers make nice pillows.

"Did you notice how the little chickens gather round the hen, and she sits down and spreads her wings and talks to them, while one by one they cuddle up under her feathers to hide from the hawks, or to get warm when they are cold? Did you know, children, that Jesus wants to protect us from every evil just as the hen protects her chickens? Once, as he stood looking over the city of Jerusalem, he felt so sorry the people would not heed his words to them that he said: 'O Jerusalem, Jerusalem, thou that killest the prophets, and stonest them which are sent unto thee, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not.' Matt. 23: 37.

"We shall take this verse for our memory verse to-day, and every time we see the hen gathering her chickens under her wings we shall be reminded of the words of Jesus to us his children."

"I remember a song, 'Under His Wings,' mama," said Elvira.

"That is so, we will look it up and sing it for worship to-night. If you girls will get the potatoes, I will make the fire. We shall have to be quick, or papa will be home to dinner before we are ready for him."

Letters Wanted

LETTERS are desired from those who are reading the Home Education department in this journal. Parents, the editor needs your help. Are you getting any encouragement from the Home department? Are you getting the kind of help you want? If not, will you please write the editor and tell her how this part of the journal can be made more practical? It may be the thing that would help you would help many other parents. The editor has no pet theories to air, no hobbies; she only wants to do the things that will help you to be better home-makers.

She wants to help you in the many problems that burden your hearts. If she can not, it may be some other reader can; for in a multitude of

counselors there is wisdom. Do you want a part in the work of encouraging the homes of our people all over the country to do better work in the family? Then let us correspond with one another. If you are getting any help, say so; if you are not, whose fault is it? What can be done to make the Home department more helpful? There will be only two more numbers this year; so write as soon as you can.

Two Ways

WIPING the baby's nose is one of the homely duties of the mother. For the baby's sake it ought to be done the best way. I have seen two ways, and present them for the sake of the principle involved.

Mrs. A. gathers the little fellow up in her arms and vigorously wipes and wrings the little proboscis till it is red, while its owner kicks, and screams at the top of his voice. It is plain that it is a matter of strength as to who shall be the victor.

Mrs. B. is a more thoughtful woman on child training. It distresses her to have such conflicts with her darling, though she does not love her baby any better than Mrs. A. loves hers. Mrs. B. says to herself, "If I could only make him understand that I would not hurt him, I think he would not resist me." So she takes the little fellow in her arms, and first sniffs and wipes her own nose. Then she says softly, "Mama wipe baby's nose, too," and suiting the action to the word, she carefully wipes the little nose. Then she wipes her own nose again, and thus plays with the little fellow till her object is accomplished.

The baby has not been forced into submission, but has been led to see that it was the right thing to do.

These little children know nothing of obedience or disobedience. We must cultivate in them correct habits, and obedience will come as a natural result. The question is, Have we the mother's patience and perseverance to carry our point till the habit is formed?

Talks to Children

BY MRS. MATTIE KELLEY

Talk XVI

JESUS came to a city called Cana. There was a man at Cana who had just been married, and he had made a great wedding feast, or dinner, and invited a great many persons. Jesus, his disciples, and Mary the mother of Jesus were there.

The man who made the feast had wine on the table for the people to drink. It was not the kind of wine which makes people drunk, but the nice fresh juice of the grapes just after it had been pressed out: for a great many grapes grew in that country.

But the man who made this feast did not have enough wine for all

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Key to Hidden Cities

1. Los Angeles
2. Stockton (Cal.)
3. Sacramento
4. Oakland
5. San Francisco
6. Eureka (Cal.)
7. Salem (Oregon)
8. Boisé
9. Helena
10. Cheyenne
11. Bismarck
12. Madison, Jefferson, Washington
13. Council Bluffs
14. Milwaukee
15. Little Rock
16. Hot Springs
17. Buffalo
18. Bath (Maine)
19. Providence
20. New Haven

the people. So Mary came to Jesus and said to him, "They have no wine." Then she told the servants to do whatever Jesus told them to do.

There were six very large water-jars standing near. Jesus told the servants to fill the jars full of water; and they did so. Then he told them to take some out, and give to the ruler of the feast. And when the ruler had tasted it, he said it was better wine than any they had yet drunk.

Changing the water into wine was a miracle. Jesus did not put anything into the water, nor even touch it, but just told, or commanded, the water to change into wine, and it obeyed Jesus; for Jesus is the Son of God, and was with God in the creation of all the things of this earth, and everything must obey the word of the Lord. The Bible says, "He commanded, and it stood fast." Ps. 33: 9.

Questions

1. To what city did Jesus come?
2. To what had a great many persons been invited?
3. Who were among those who had been invited?
4. What did the people at the feast have to drink?
5. What kind of wine was it?
6. Was there enough wine for all at the feast?
7. What did Mary the mother of Jesus say to him?
8. Then what did she say to the servants?
9. What were standing near?
10. What did Jesus tell the servants to do?
11. Tell what the ruler said when he had tasted it.
12. Changing the water into wine was a — what?
13. Did Jesus put anything into the water to change it? How was the change made?
14. Must everything obey the command of the Lord?
15. What Bible text tells us this?

BOOKS AND MAGAZINES

"Ein Sommer in Deutschland"

THE theme of this book is Germany and the German people. It is written in easy German for second-year classes. Two pedagogical principles have been kept in mind by the author,—to say something that will interest the student, and to say something that will be helpful to him in his later work. German life is touched at familiar and interesting points by giving the account of a summer's travel in Germany. Prepared with numerous illustrations, songs with music, notes, questions, exercises, and vocabulary. By Edward Manley (1912). Pages, 284. Price, 90 cents. Scott, Foresman, and Company.

"Drills in German"

The Concordia Publishing House of St. Louis publishes a graded series of three exercise books for drill on the structural elements of German. There is a good variety in the form of exercises. Words of similar structure are grouped together, with practise in sentence building, dictation, filling in blanks in incomplete sentences, etc. Being prepared for the German school, all the directions are in German. The titles are "Erstes Übungsbuch," "Zweites Übungsbuch," "Drittes Übungsbuch." Prices, cloth, 15, 20, and 25 cents, respectively.

"How to Speak in Public"

All that is regarded best up to date to assist in preparation for public speaking, seems to be represented in this volume. Not only are the principles and scope comprehensive, but the materials and their arrangement are of more than ordinary merit. The subject is treated in four parts: Mechanics of Elocution, Mental Aspects, Public Speaking, Selections for Practise. The selections for practise occupy more than half the book, and for variety and excellence show commendable judgment, ranging from Demosthenes to Bryan, and including prose and poetry, classic style and vernacular, dialogue and drama. The pedagogical arrangement and typography of the entire book show the hand of the practical teacher. By Grenville Kleiser (1906, ninth edition 1912). Pages, 533. Bound in buckram. Price, \$1.25. Funk and Wagnalls.

"How to Read and Declaim"

The instruction in this book has for its chief aim the cultivation of taste and refinement in the student. The mechanical exercises are designed to develop graceful carriage, correct standing, accurate enunciation and pronunciation, proper management of the breath, and the essential qualities of a good speaking voice. The book is built on the conception that "the foundation of all good speaking is to be found in naturalness and simplicity," and contains but few technical terms. Part 1 deals with naturalness, distinctness, confidence, simplicity, etc.; Part 2, with thought values, persuasion, power, etc.; Part 3, with articulation and pronunciation; Part 4, with gesture and facial expression; Part 5, with selections for practise. By Grenville Kleiser (1911). Pages, 428. Price, buckram, \$1.25. Funk and Wagnalls.

"A Syllabus"

This is a "Syllabus of Complete Course in Oral English and Public Speaking" prepared for the use of teachers by Grenville Kleiser (1912) to accompany his two books mentioned above. It lays out the work by lessons and terms, and, taking up the work in detail, makes many practical suggestions to the teacher to aid in obtaining good results. Pages, 96. Price, paper, 35 cents; cloth, 50 cents. Funk and Wagnalls.

College Normal Training

In *Education* for March, Alice I. Starkey makes a plea for more normal training of secondary teachers by the college. Acknowledging that many of the high schools are "failing to maintain the highest possible standard," she attributes the reason to failure on the part of the college to give normal training. The college graduate has spent years in study, but what has he been taught about how to teach? As it is now, every new teacher in the secondary school must learn to teach through actual experience, but what about the pupils on whom he experiments? "Pedagogical courses of a practical nature should be given on lines similar to those in the normal schools," and recommendation for teaching be conditioned upon satisfactory results of taking such a course.

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