

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. V

January, 1914

No. 5

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THIS BEAUTIFUL SCULPTURE RECALLS VIVIDLY A HISTORICAL FACT, AND SYMBOLIZES IMPRESSIVELY A SPIRITUAL TRUTH

# CHRISTIAN EDUCATION

Vol. V

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No. 5

## Associating Bible and Science in the Class Room — Article 3

BY O. R. COOPER, M. D.

[In the two preceding articles, Dr. Cooper discussed the need of a rational blending of spiritual and intellectual culture in the teaching of science. To accomplish this, teacher and student must believe and fully accept God's Word in preference to scientific theory whenever the two are in conflict. The study of the sciences must be thorough, but no strained attempt should be made to make the Bible serve as a textbook in studying the phenomena and laws in nature, but rather a standard to test their fundamental truth or error. It is an advantage to use a physiology deficient in hygiene, as it gives opportunity to teach it in full harmony with correct views of healthful living, and to build up a correlation index of permanent value.—Ed.]

ANOTHER method that I utilize for correlation is as follows: I prepare a set of questions based on the textbook. While this plan was not primarily introduced for the association of the Bible and science, I have been able to use it for that purpose as well. I have found that the majority of students fail to extract all the information contained in the text, so as fast as I am able, I prepare questions, introducing auxiliary ones to be answered from the Bible or the Testimonies. The questions are all numbered. The first figure indicates the chapter, and the second the number of the question in that particular chapter. Often these exceed one hundred. While these questions are only suggestive, I find they are a great help to the

class. A great many of these questions are strictly technical.

There is another advantage in this method. There are parts of every textbook that can be omitted. Other questions can be so framed that the errors of the textbook will be partly corrected at once, and the student realize at the first that certain statements of the author are erroneous. An error recognized at the first is less damaging than one corrected after it has been accepted as truth. I shall give a series of questions taken from the set used in connection with college physiology: —

1-1. What is the Scriptural basis of anatomy?

1-2. What was man's original social and intellectual status?

1-3. What was the size of the early inhabitants of this earth?

1-4. To what does Paul compare the body, and what lessons are drawn therefrom?

1-6. From what two aspects may the human body be considered?

1-9. Define hygiene.

1-17. What is man's zoological position?

1-18. Why is man at the head of the list?

1-21. What is the basis for zoological groupings?

2-1. What was David's conception of the human body?

2-2. What are the two classes of properties possessed by the body?

2-15. What are the two limitations to indefinite growth?

2-16. What is the limitation of Christian growth?

3-6. Cite texts in the Bible that use the compound individual as a figure.

4-51. What is the first reference in the Bible to bones?

This will give an idea of the plan. I carry this out in all my classes.

In botany I depend largely upon lessons that can be drawn from the natural work. As we study the parables, we find that the basis for many of them was the natural surroundings. I have used two methods to bring out these lessons. At first I had each student write a short essay on some subject, roots, leaves, fruit, etc., and these were read and commented upon in the class. Some students were able to handle this work, but many did not succeed as well as was desirable. The other plan has been much better, especially with younger students. I use the question plan with them, and also assign definite references from which they recite. By this method there is something to the point for the student. The instruction contained in these references teaches faith and reverence. Just for a specific example: When studying the needs or conditions essential to seed growth, the assignment is made to "Patriarchs and Prophets," pages 96, 97: "Heretofore rain had never fallen; the earth had been watered by a mist or dew. The rivers had never yet passed their boundaries, but had borne their waters safely to the sea." This teaches that moisture was essential to plant growth in the garden of Eden, after the fall, and at the present time.

Again, when studying the lichen, the reference to Volume IV, page 196, brings out the following:—

But these unruly talkers will fasten upon the more disagreeable features of the work, even as the lichen clings to the roughness of the rock. These persons are spiritually dwarfed by continually dwelling upon the failings and faults of others. They are morally incapable of discerning good and noble actions, unselfish endeavors, true heroism, and self-sacrifice.

These lessons lead the student to see others just as good, and often they are of such a nature as to have a present application.

In connection with the study of botany and zoology, I also devote some time to the study of the flora and fauna of the Bible. This brings out many interesting facts that are often passed over in Bible study.

There is one great handicap under which we work—the shortness of our school year. Many schools plan for forty weeks and use the same textbooks as we use. When we try to cover the same subject matter, correcting the errors and introducing the Bible and practical lessons, we have a very crowded condition. This phase of the problem deserves more consideration than it has received in the past.

There are a great many more details in my work that could be introduced, but I fear that I have cited too many already. Those which have been referred to are but types of what I am trying to do in other classes. I hope that others may be led by these articles to contribute their experiences. A great drawback that I have found is that the time available for each branch is too short. After studying on a

particular subject for some time, I find that the other subjects are languishing, so I turn to the most needy. This continues, and as I look over my notes I find them very "patchy." As years go by, I am able to fill up some of the gaps. If time should last long enough, I believe that an outline could be constructed which would come nearer the goal. This work could be augmented if all would contribute definite sections to such an outline. From this outline, textbooks that are in harmony with the Word of God could be developed. Until such books are written, we shall be curbed in the correct teaching of

science according to the light given us. When these books are prepared, and our school year is lengthened, we can do better work. In the meantime we shall have to do the best we can.

[While this series of articles ends here, we hope it does not mean the end of contributions from experienced teachers on this vital work in our schools. Dr. Cooper has spoken frankly in these articles, and feels as eager as do we to find the very best solution to the problem of thorough, scientific science teaching that will contribute effectively to spiritual and intellectual culture alike; for the two cannot be in conflict. The editors will welcome constructive criticism of these articles, or original contributions, questions, or correspondence. — Ed.]

## Vegetable Gardening in Our Schools

BY S. A. SMITH

### Seeds and Seedage

THIS subject may be discussed under the following heads: —

1. The Viability and Longevity of Seeds.
2. Seed Preservation.
3. Seed Testing.
4. Seed Planting.
5. Seed Growing.

**VIABILITY AND LONGEVITY.** — Many times the loss or partial failure of a garden crop may be attributed to poor seeds; and since, as we learned in the preceding article, much labor should be spent in fertilizing and preparing the seed bed, and since garden seeds are very expensive, we should be very careful to have good seeds. Good seeds should satisfy at least three demands: (1) They should be viable, or able to grow; (2) they should be pure, or unadulterated with other seeds; (3) they should be true to

name. We all know the danger of getting foreign seeds into our garden or farm. To illustrate: About thirty years ago some seed oats were sent to Dakota from Russia, among which were some seeds of the Russian thistle so commonly known on the Western plains. Fighting this weed costs the farmers of that section hundreds of thousands of dollars annually, with little hope of eradicating it. The wild mustard, couch grass, and sunflower are other examples.

Those of us who have worked in the gardening business know the importance of getting seeds true to name. We plant our garden to suit certain market demands, and the success of the gardener depends upon his having crops to meet those requirements: an early tomato to suit the early market when tomatoes are sold by the pound, a

late tomato for canning purposes, etc. So care should be exercised in purchasing seeds. Buy from reliable seed houses, or produce them for your own use.

The viability of seeds is largely determined by variety, conditions under which they were grown, the degree of ripeness, manner of storing or handling, and question of external injuries by insects, etc.

**PRESERVATION.**—As referred to above, the manner of storing and handling seeds has much to do with their viability. All garden seeds should be thoroughly cured and dried before being stored away. In the drier climates this may be done outdoors if protected from dew and rain, but in the humid climates a drying room provided with artificial heat is necessary. Average living-room temperatures are suitable, and all seeds should be spread out in single layers on muslin or wood trays. Cheese-cloth is preferred, as this allows free circulation of air about the seeds. When the seeds are thoroughly dried, they should be put in paper or cloth sacks, carefully labeled, and placed where there is no moisture, extremes of temperature, or danger from insects or rodents. If the seeds are attacked by insects, place them in a tight box or dish and pour over them a small quantity of bisulphide of carbon and close the container. The fumes will destroy the insects without harming the seeds.

**TESTING.**—With seed testing comes the thought of testing as to their viability, or ability to germinate and grow; but with this may be included the testing for foreign

seeds or dirt as referred to above, and testing for variety.

Various kinds of seed testers are on the market, and various kinds are recommended for use by the agricultural colleges; but the one coming into favor and now quite commonly used is the "rag doll" tester. To make one, cut heavy muslin or sheeting into squares of any desirable size from one to two feet square, and on these mark squares with indelible ink, and number them. In these squares place samples of the seeds to be tested, and make a record of the number of seeds and squares on paper. When one square of muslin is filled, moisten it by sprinkling, then place on this a second square and repeat as with the first. When all samples of seeds have been placed and moistened, carefully roll up the squares in one roll as you would a piece of cloth or paper, and tie it with a string. From day to day open it for a few minutes to air. When seeds have germinated, count the per cent of germination, note method, etc. The roll may be moistened by immersing in water after it is carefully tied up. See bulletin from the experiment station of your home State for details in testing.

To test for foreign seeds or dirt, use a strong hand lens, and examine small samples at a time. Make a study of the weed seeds likely to appear in garden seeds, and note their appearance. The heavier seeds are the more viable.

**PLANTING.**—As regards seed sowing, all seeds are divided into three classes; namely, tender, semi-hardy, and hardy. Such seeds as



beans, peas, melons, and tomatoes are sown after all danger of frost is past. Seeds of beets, parsnips, lettuce, radishes, etc., are semi-hardy, and can therefore be sown before settled weather comes. The sweet pea, spinach, onion, etc., are hardy, and can be sown in the fall or early spring. With plants that can be transplanted, such as tomatoes, cabbage, and eggplant, it is much better to plant the seeds in a hotbed or cold frame, and when desired transplant to the open ground.

Strong, healthy germination and the early growth of the tender plants especially are determined by two factors, moisture and warm temperature.

These conditions are not to be secured in early spring, therefore it is very essential to start them where these conditions can be secured, namely, in the hotbed or cold frame. Labor is thus saved, better plants are secured, and they can more easily be protected from insects and diseases.

For quick germination, have the seed bed well fined and fertile, plant the seeds from one half to two inches in depth according to variety, which will be discussed in a later article under the head of "Care of the Various Classes of Vegetables." Turn the soil well over the seeds, and prevent the forming of a crust of earth, as after a rain or artificial watering. Seed drills do better work than can possibly be done by hand.

SEED GROWING.—“It is certainly a reflection upon a farmer to have to buy his seeds. It is shameful for gardeners and farmers to be buying seeds that their own soil and climate will produce, after being once furnished.”—*Bailey*.

These are the words of George Washington to the farmer of his estate at Mount Vernon in the years 1794 and 1795. It is a known fact to botanists that plants are affected by environment. Seeds from vastly different environments do not thrive well the first year. It is also true that in certain places, due to the peculiar condition of soils and climate, some crops will run out or become less fruitful. Every gardener should study his soil and climate, and either produce or buy those seeds which will in turn produce most abundantly.

Large quantities of our garden seeds are grown in Europe, due to the fact that on account of cheap labor they can be produced more cheaply. Such seeds as melons, squashes, eggplant, tomatoes, sweet corn, peas, and beans can be saved from the desired varieties in the home garden, and if care is given to selection, drying, storing, etc., better seeds can be had, and at less expense, than those purchased at the seed houses. In the planting of seeds be careful to save samples of the strains which prove to be particularly desirable. Buy directly from good, reliable seed houses, and avoid cheap seeds. The best are the cheapest.



EGYPTIAN PLOWING AND SEEDING

# Homemade School Apparatus

BY LYNN H. WOOD

## The Transformer

It was planned this month to show how the rectifier spoken of last month may be used to perform the experiments so often left out in the ordinary courses in physics and chemistry. In order to use this rectifier economically, on low voltages, it is well to have what is known as a transformer, to transform the voltage of the ordinary

one of the most useful instruments that one can possess around the laboratory.

Fig. 1 shows how the core of the transformer is made up from pieces of sheet iron. Get the very

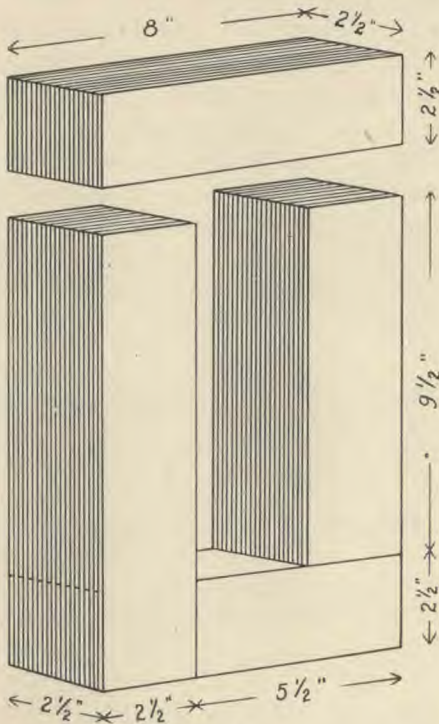


Fig. 1

light circuit to a low voltage used in electrolysis, etc. This transformer, as bought in the market, is rather an expensive instrument, but it may be made at very little cost. When properly made and supplied with the proper coils, some very wonderful experiments may be performed with it. It is

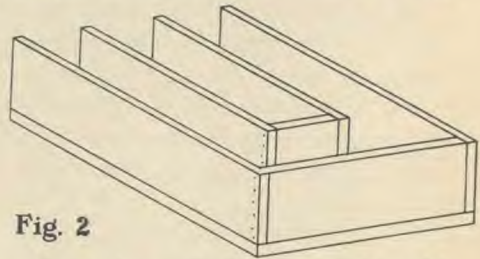


Fig. 2

softest iron that can be bought, and cut it to the sizes desired. If the tinner asks too much for cutting it, do it by hand. Figure out how many pieces are needed to make the core  $2\frac{1}{2}$  inches square. There will be an equal number of pieces  $9\frac{1}{2}$  inches long and 12 inches long for the upright pieces, while the bottom will be made

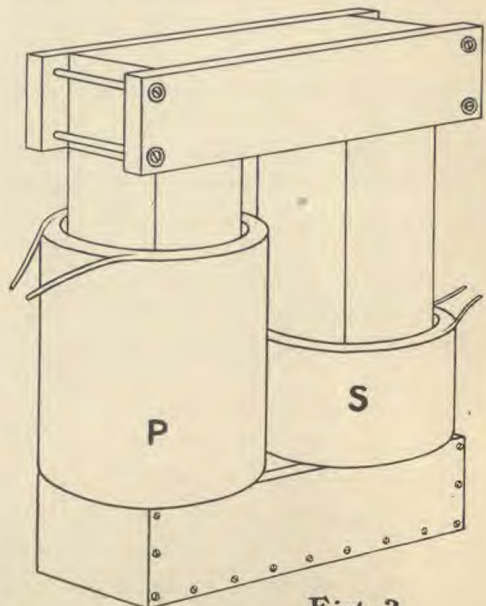


Fig. 3

from pieces  $5\frac{1}{2}$  inches long. To build up the core, place these in a form, shown in Fig. 2, breaking joints with each layer, as shown in Fig. 1. When this is accomplished, tear away the form, and, grasping the core in a vise, wind two layers of friction tape around it, drawing it as tight as possible. This tape may be bought of any electrician. The core is taped in this way instead of being fastened with bolts, as the iron is hard to drill through, and the efficiency is lessened if any holes are put through the laminations. After the transformer core is finished, it is put in a wooden base, and the side screwed on tightly, as shown in Fig. 3. The top, or armature, is made of the iron sheets in the same way as the core, except that it is not taped, but is held together by two wooden side pieces bolted together, as shown in Fig. 3.

For the primary coil, marked P in Fig. 3, use No. 8 or No. 10 double-braided, rubber-covered copper wire. No. 8 is better than No. 10, as it will stand more current, but No. 10 will do. Roll up a paper tube that will slip over one arm of the core, and on this tube wind the wire, two layers deep, thirty turns to the layer. Take the tube out carefully, and tape the coil with friction tape lengthwise of the coil. After the tape is all on, shellac the coil carefully. This gives it a good appearance, and keeps the tape from becoming loose.

For the secondary coil, marked S in Fig. 3, take common doorbell wire and make as many turns as is desired to make up the required voltage. For example, if the pri-

mary voltage is 110 volts and a current of 11 volts is desired, just one tenth of the number of primary turns would be needed for the secondary. If 220 volts is wanted off the secondary, it should have twice as many turns as the primary coil.

With such an instrument as this, such experiments as welding by electricity, laws of parallel currents, lighting of lamps at different voltages, and giving current for electrolysis (when passed through the rectifier), may be performed with ease. The transformer is not an easy thing for the student to understand without a model; and when it costs no more than this does, there is no reason why every class in physics should not have the opportunity to experiment with it.

(See page 135)

Garden seeds come mostly from the following places: —

|                    |  |
|--------------------|--|
| Bean, bush         | New York, Michigan, Canada.                  |
| Bean, Lima         | New Jersey, California.                      |
| Beet               | California, New York, France.                |
| Cabbage            | Connecticut, Long Island, Germany, France.   |
| Carrot             | Connecticut, California, France.             |
| Celery             | California, France.                          |
| Corn, sweet        | New York, Michigan, Ohio, Nebraska.          |
| Lettuce            | California.                                  |
| Muskmelon          | New Jersey, Colorado, Nebraska.              |
| Onion              | Connecticut, New York, Michigan, California. |
| Parsley            | England, France.                             |
| Pumpkin and squash | Nebraska.                                    |
| Radish             | France.                                      |
| Tomato             | New Jersey, Michigan, Iowa.                  |
| Watermelon         | Georgia, Nebraska, Oklahoma.                 |
| Potatoes           | New York, Michigan, Wisconsin, Minnesota.    |

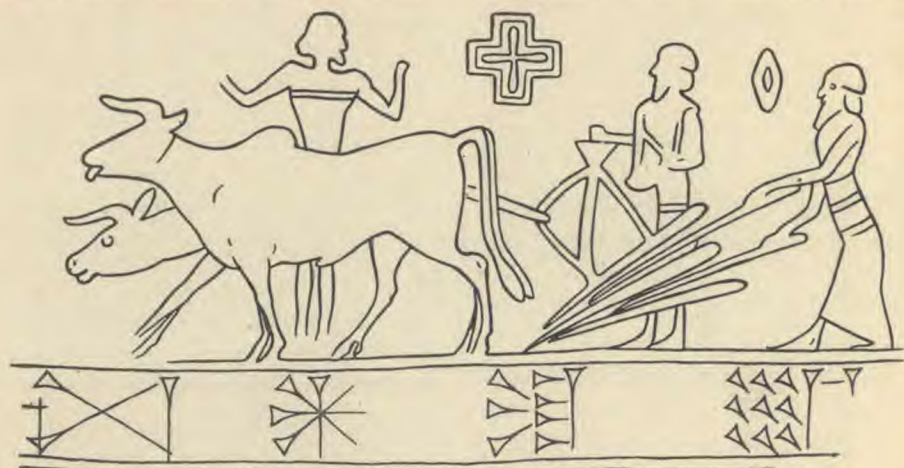
## Abraham's Plow

THE University of Pennsylvania has just discovered that it owns what is believed to be the first picture of the plow invented by Abraham centuries ago. The picture has on it one of the seals which the Egyptians impressed upon every important document they desired to keep in their archives.

Plows were undoubtedly used before the time of this invention, but the Abraham plow is a combina-

plow, Dr. Clay refers to the book of Jubilees, which was published in the second century before Christ. This tells how the native Babylonians were punished when they yielded to Satan.

The fowls of the air were sent to eat the grain which they had sowed in their fields, and, according to the authority cited, which is an Hebraic version of Genesis, Abraham devised this implement



tion seeder and planter, and, according to the inscription on the picture, three men were necessary to operate it.

The picture was made upon a Babylonian brick, which was the custom in those days, and Dr. Clay, the director of the museum, by painstaking work, made an impression of the picture with its attached seal, and in a study of the implement, found that plows of the same kind are used in Babylonia today just as they were 3,300 years ago.

As proof of the assertion that Abraham was the inventor of the

so that the people need no longer fear the ravens.

The apparatus had an attachment which reached through the ground as a tube, and into which the seeds were poured. Then there was a vessel above the ground, facing the frame of the plow, which was used as a receptacle for the seed; and then the ordinary harrow which tilled the land was attached to the back of the plow.

The Babylonians sowed and tilled according to Abraham's commands, and with his invention they feared neither the ravens nor any other birds.—*Washington Times.*

# EDITORIALS

## The True Worth of Education

WE received not long ago, in an envelope without letter, the following cogent remarks on the worth of education. The illustrations are to the point. Not only in the business world is education and training a growing necessity; the cause of present truth is calling loudly for educated men and women whose hearts are consecrated to God. We share this abbreviated dissertation with our readers:—

“A well-educated youth—that is, one whose mind is trained to handle problems—with the right amount of confidence and tact, is almost certain to find his way to a place near the top. Education (training) is a wonderful aid. In twenty years of business experience I have had ample opportunity to ascertain this. It is the point on the pencil; the wheels on the cart; the edge on the knife blade; the propeller on the boat.

“An unsharpened pencil is every bit as good as a pointed one,—but you cannot use it.

“If your cart has no wheels, you can put skids under it and worry along after a fashion.

“If your knife has no edge, you can still use it for some purposes,—digging in the dirt, perhaps.

“If a boat has no propeller, it may get along fairly well,—drifting with the current.

“None of these omissions is a matter of life or death,—neither is the lack of education. Like the unsharpened pencil, the uneducated man may be as good phys-

ically as his more fortunate brother, but in those properties that make a man successful he is deficient.

“In this connection let me mention the fact that in the packages of pencils that reach the office, we occasionally find one that is sharpened, ready for use, and it is quickly snapped up, as it represents immediate service without waste of time and effort.

“As a broken-wheeled cart can be dragged along the road, if sufficient tractive force is applied, so an uneducated man may make his way through life by sheer strength of will and determination. Many have done so. In other words, what otherwise he might secure easily, he is forced, through lack of training, to fight for, inch by inch.

“I do not believe that any young man would decide deliberately to be a derelict, but I do know that very many young men conduct themselves so as to give that impression. It is a lamentable fact that young people, who are so impressionable in most matters, cannot be impressed with the importance of preparing themselves for life.

“Thoreau said, ‘In the long run men hit only what they aim at;’ but a young man might as well try to bring down a bull elephant with a blank cartridge as to aim at success in any profession without due preparation.”

S.

### Student Results

ACCORDING to the parable of the sower, there are four classes of students which must be recognized and watched over by teachers as they that must give an account of their stewardship. All classes are alike in that they are represented as *hearing* — paying attention to — the instruction given them from day to day. Their difference comes in the effect of the instruction upon them, in its results in their subsequent life. These four classes are,—

1. "They that hear; then cometh the devil, and taketh away the word out of their hearts." He sees that if the word is allowed to germinate and take root, it will work a transformation in the life — change the motive, give a new direction to personal ambition, fire with enthusiasm, inspire to devotion and self-sacrifice. He fears "lest they should believe and be saved,"— saved from spiritual indifference, from intellectual apathy, from physical degeneracy, from social uselessness. He accordingly makes haste to steal away the word out of their hearts before it can take effect upon the issues of life.

2. "They, which, when they hear, receive the word with joy; and these have no root, which for a while believe, and in time of temptation fall away." Here a sensible impression is made upon the hearer. A ready response is made to the word spoken. A new interest in life is awakened. The purposes begin to take on new form; but before they can become rooted in daily practice, the same enemy

interposes an obstacle, and the good intentions fall prone before it, the interest flags, and the life is left flatter and more aimless than before.

3. "They, which, when they have heard, go forth, and are choked with cares and riches and pleasures of this life, and bring no fruit to perfection." In this class the word of instruction takes root, makes a show of growth, gives promise of a harvest, but perfects no fruit — fulfills no purpose, stops short of results. These "go forth" in response to the new inspiration, but return empty handed or stray into byways and forbidden paths. Why? — The outer world proves too much for them. The enemy presses unexpected cares upon them, and they cannot endure hardness; he opens attractive opportunities for gain, and they step in, losing sight of what called them forth; the pleasures of life allure, and they yield to the glitter.

4. "They, which, in an honest and good heart, having heard the word, keep it, and bring forth fruit with patience." O that our students might retain the excellent things they daily hear! O that we as teachers might so impart and exemplify our instruction that it will take fast and permanent hold upon the youth that God's providence places under our care! Are we to find but one honest and good heart out of four? Are we to be satisfied if only one fourth of our students bring forth fruit?—Never! We have pictured in this parable conditions and results we may expect to encounter in our work; but if we are vigilant and earnest, if

the miracle of grace is being wrought daily in our own lives, if we are watchful of the effect of our instruction upon each individual soul under our care, we may hope to bring most of our students into the fourth class delineated by the Great Teacher. We may hope to see them go forth from our schools, not to be choked with cares and riches and pleasures, but to be spiritually alive, intellectually keen, physically vigorous, and socially active and efficient. H.

### Diversity in Uniformity

THE Bible tells us that God is no respecter of persons. This truth was well exemplified in the life and works of Jesus, but it was a difficult lesson to impress upon his disciples, and we today are none too apt in learning its real meaning in dealing with students. That teacher seems a little more than human who takes the same interest in the dullard as in the precocious pupil, who bestows the same patience and painstaking upon the unattractive as upon the attractive boy or girl. But such a standard of impartiality and individual interest is the ideal — particularly for the Christian teacher. As in the promised blessings of the gospel no distinction is made as to race, color, traditions, or social rank; so the teacher is to avoid discrimination in dealing with students, for the principles of the gospel are the guiding rules of his life and work.

Yet there is serious danger in our modern methods of organization and uniformity that the individual will be swallowed up in the class, that the unit will disappear

in the whole; that the error will be made of attempting to teach the same subject matter, in the same way, to all students alike; of seeking to turn out the product of the school like so many brick out of the kiln — all of the same dimensions and all bearing the same trademark. The able superintendent of the Washington schools, Dr. W. M. Davidson, recently gave utterance to these sensible views: —

A school system which arbitrarily sets certain rigid standards for pupils to meet, regardless of their mental qualifications, is altogether unwise.

The antiquated idea that a boy or girl must have a certain amount of mathematics, a certain similar amount of literature, and still another of science in order to become "educated" is fast being discarded by progressive educators. I hope to see the time when our schools over the country generally will have more elastic courses, and that the system will be adapted to the child's needs, rather than *vice versa*.

Some children are hopelessly deficient in mathematics, yet they may be intuitively brilliant in languages.

Why cram a child with algebra, for which he has neither taste nor ability, when he can attain his mental discipline through another medium more in keeping with his talents?

I personally would graduate a pupil from high school who had a certain number of credits attesting to his honest efforts in some line, whether it included mathematics or not.

I consider it all a matter of discipline — a discipline that seeks to bring out the individuality of the pupil rather than to suppress whatever native powers he may possess.

We are still handicapped with

these educational ideas handed down to us from former years, when conditions were not so complex, though I dare say human nature was just the same.

If the youth's natural trend is in one particular line, why discourage him, and perhaps disgust him with the whole curriculum, by perverting his efforts and calling it "mental training"?

I do not believe in intellectual strait-jackets, which, in effect, many of our courses seem to be. I am striving diligently to bring about more elective studies, and I believe this is the ideal which progressive educators everywhere are seeking to attain. I do not mean that the pupil may be allowed to select only the easy things. I do mean that he should be allowed to pursue tasks which lie within his ability, and not waste time on things which are wholly foreign to his philosophy.

The sooner school authorities and teachers get over the idea that a school is a factory which must turn out a certain number of uniform products, each with a certain amount of this and a certain amount of that, the better our children are going to be educated.

The parable of the talents teaches us that the Creator does not endow all men with the same ability, nor with the same tastes, nor bent of mind, nor adaptability. Evidently, he does not purpose that every one shall fill the same place in society, nor do the same work with equal facility. All members of the vegetable world are alike plants, but the individual diversity is infinite — in color, form, habitat, and usefulness. It is likewise in the animal kingdom. Why not with man, the highest order of creation? Has he not been formed each with his "several ability," and has there not been given "to

every man his work"? Why not recognize, then, the same variety in the natural gifts, and therefore in the education, of our children and youth? If we follow the divine plan of diversity in our uniformity, it will save much time and energy that are otherwise squandered in considerable degree, and will turn many a student failure into eminent success. H.

### Pupil Bent

IF the Creator, has given to every one from birth individual tastes and endowments according to His pleasure, it is a very important part of the parent's and the teacher's work to discover what these natural gifts are. In truth, this is the first step to be taken; for if every child-guide can pursue his work in touch with the divine plan for the individual, the highest educational result is assured. The taking of this first step implies careful observation of the pupil in our early acquaintance with him. It is a matter of much regret that boys and girls often drift along, or are driven along, for several years in their school course before they discover, or, worse yet, before the parent or teacher discovers, what their bent is. This is too often the result of herding boys and girls together in classes by some artificial standard, and keeping them there without watching keenly the individual progress or lack of it, and making adjustments accordingly.

Paul's exhortation to Timothy was: "Neglect not the gift that is in thee." It was evidently Paul's determination, as his instructor, not to neglect the gift he discov-



ered in this young man. It is not always easy to discover a pupil's bent of mind. Single talents often reveal themselves early and distinctly. Two and five talents frequently require considerable time to bring to view. One thing is certain, that there is always at least one gift to be found — natural, we call it, but in reality divine. Another thing is equally certain, that, being present, these gifts will in due time become manifest to the intelligent observer.

If there were no untoward influences in the heredity, environment, or associations of growing children, we might merely allow them to act naturally on all occasions, and so form our estimate of their native bent. In truth, while making due allowance for such influences, and while seeking by right means to check them when tending in the wrong direction, our main dependence for light must be upon observation of the individual activities of our boys and girls under as nearly normal conditions as possible. Herein lies the strength of the Montessori methods — leaving the child as free as expedient to act naturally, noting his spontaneous words, actions, and tastes, then training his senses and directing his occupations accordingly, to the end that he may learn self-direction. As the editors of the *Outlook* say: —

Dr. Montessori undertakes to develop the individual activities of the child through the training of the senses, with a view to enabling the child to direct himself. The accurate sense training is not regarded as an end in itself, but as the foundation of all future knowl-

edge. Freedom of choice and of action is encouraged in the children, but not, as many people have imagined, at the expense of discipline. In order to develop personality Dr. Montessori encourages free choice of work by the children. Not that any child in a Montessori school can do as he pleases at any time, but that within certain limits he may choose work that appeals to him.

It is this very appeal that has often proved, in well-directed educational effort, to be the awakener of dormant faculties and interests that have lain in a state of indifference for years — even till the boy or girl reaches the high school. While we can hardly go so far as to accept the assertion of Dr. Montessori herself in a recent lecture in Washington, that "the normal child under normal conditions cannot go wrong," yet, in the main, the Montessori idea of coming close enough to the individual pupil to *discern his natural bent*, then shaping his activities in harmony with the divine impress, is one that we can well afford to study and work out in school practice to a greater extent than is usually done by the conventional teacher. The following instance, cited by a writer in *School Progress*, illustrates: —

I once had a boy under my instruction who apparently cared nothing for school. I tried him in many ways before I found the thing he loved to do. I noticed that he often had a knife and a stick in his hands, and was seen to be whittling. I gave him a block and directed him about a bit of carving. He did this surprisingly well. I then gave him clay, and found that he could model just as well. After that I had him draw what he was trying to model or carve, and from

that, by imperceptible degrees, he became able to write about what he could draw, and carve, and model; and thus, little by little, he was drawn into actual school work, and by the end of the term he was a studious boy, where before he had been a very idle one.

H.

### Not of the World

It is a difficult thing to be in the world yet not of the world. There is a sense in which the Christian, like Paul, should be all things to all men. There is a sense also in which he is not to be some things to any man, especially to himself. The determining factor in the case is the motive—the purpose to be served in taking this course or that. Paul made his motive clear: "That I might by all means save some." This reveals entire devotion to a cause, complete disregard of himself; for he declares, "This I do for the gospel's sake."

The personal standard by which Paul lived and labored can be safely held up before the youth in our schools. Is the preaching of the gospel of any less moment today than in Paul's time? Is the gospel in any less need of consecrated exemplars and teachers? Do we not spend time, energy, and money in the education of our young people "for the gospel's sake"? Do not our very schools exist "for the gospel's sake"?

One reason why it was necessary to establish institutions of our own was the fact that parents were not able to counteract the influence of the teaching their children were receiving in the public schools, and the error there taught was leading the youth into false paths. . . . In our institutions of learning there was to be exerted an influence that

would counteract the influence of the world, and with no encouragement to indulgence in appetite, in selfish gratification of the senses, in pride, ambition, love of dress and display, love of praise and flattery, and strife for high rewards and honors as a recompense for good scholarship. All this was to be discouraged in our schools.—*MS., Jan. 9, 1894.*

The things mentioned here that should be discouraged do not measure up to Paul's standard—serving and saving others; they minister rather to self, to personal gratification. We may not denounce as worldly that which has merely the appearance of being like the world, for there is good in the world as well as evil. But we may safely inquire, What motive actuates this procedure? What spirit pervades it? What are the results to be accomplished by it? It were well, then, for teachers and students to apply these tests to those phases of our organized school work that tend to become world-like; such as the character of literary or musical or social programs, development of the class spirit, the nature of commencement exercises, the dress and deportment of graduates, the last impression to be made upon our young men and women as they finish a course and go forth to minister and not to be ministered unto. For we may say (as is said in Volume V): "If worldly influence is to bear sway in our school, then sell it out to worldlings and let them take the entire control." "For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world."

H.

# THE NORMAL

## The Ideal Schoolroom

BY C. A. STEBBENS

ANY child has a right to a clean, neat, airy, and attractive room in which to spend his school days. The first schoolroom was an open-air school surrounded by trees, flowers, birds, rivers, and beautiful scenery, with a ceiling of blue dotted with shining stars. The students could see the name of their Creator written everywhere in a way that we cannot today. Another schoolroom was the tabernacle where God dwelt. Its curtains were of linen, which symbolized righteousness; blue, heavenliness; purple, kingliness; gold, purity; scarlet, the blood of Jesus. The whole was embroidered with figures of cherubim. In this God recognized the principle of educating the children by the use of pictures.

Let me give a recipe for beauty, one that will always work: First, every morning read a beautiful book; second, look at a beautiful picture; third, sing a beautiful song; fourth, do a beautiful deed. Can we imagine the result if such a recipe were found upon the walls of our schoolrooms, and written by the Holy Spirit upon the minds of our children?

Pictures can be found among the things which have been laid by. The children can make paper chains and mats of colored paper. Get a few untinted post-cards and color them. Do not have too many pictures, but when selecting them, consider the ages of the children,

avoid your own preference and select from the child's viewpoint. Get those of human interest, pictures of animals, birds, flowers, scenes of nature, those that are easy to comprehend, of simple outline and little detail, bright, shining, and cheerful subjects. Avoid those having too much detail and giving no food for thought. They are tiring and disinteresting, and the child is not benefited.

John Cotton Dana, of the Newark (N. J.) Public Library, says: "Progress in art is not in a knowledge of the Madonnas or the Corots; it is growth in sensibility to get pleasant thoughts and feelings from the wayside flower, the naked tree in winter, the towering chimney, the home. Deal with the phase of life they understand, and lead to the difficult. There's beauty in the primrose, but not so with the great masterpieces, whose subjects are too foreign, and lack color, which is essential to interest. The success of our work depends upon the harmony of the color scheme. It is generally accepted by neurologists and physicians who have given the subject thought and study that colors have a considerable influence upon the mental and physical condition of the children, many cases of severe nervous headache and irritation having been traced to the poorly colored school-room."

Bare white walls, dingy paint, and unscrubbed floors show a dor-

mant, lukewarm spirit that should be aroused. The principle of color harmony is found in the rainbow. Do not use bright colors of great contrast side by side. Use soft and dull shades; red is irritating and exciting, dark blue is depressing, deep green is too harsh, but olive-green is restful, and light blue pleasing. After the color is selected, the ceiling should be made a light shade, the wall a medium, and the woodwork a darker shade of the same color. A room with little sunlight needs the lighter and warmer shades, touched with red, for example, cream; but the room having plenty of sunlight needs darker and cooling shades tinted with green. A diffused light is necessary for restful study. For this we need the blue-gray window-shades. White shades give a disagreeable yellowish light.

When hanging pictures, consider the position of the windows and the size of the wall spaces. Place the largest picture in the center of the space, and smaller ones on each side, but not in the same line with it. Hang the important subjects in the best light, and all of them from a molding about eight inches above the blackboard. The colored-paper chains can be hung in festoons above the windows, or if in a small room, from the corners to the center of the ceiling, and a paper bell of four colors hung in the center. The paper mats can be placed in a straight line three or four feet above the floor or just below the blackboard, and the post cards arranged in different shapes in the smaller wall spaces. A motto may be hung

above the door or window. Stenciled borders may be made on the blackboard, but should be changed often.

One very interesting and useful item for the schoolroom is the bulletin-board. It can be made of denim stretched over a board, or of burlap or felt stretched on a wooden frame. Upon this may be pinned interesting clippings of current news or pictures to illustrate lessons, but these should be continually renewed and never allowed to become stale. Pupils enjoy placing their work there even though it is not good enough to be preserved. Nothing should be placed permanently on the wall unless it is worthy of being copied.

Desks should be of proper size to suit the pupil, the larger desks on one side of the room and the smaller ones on the other side. The cloak-room should be well aired, and the hooks properly numbered.

#### Neatness

Take from the walls all traces of old work or decoration, and if the wall is soiled it should be re-tinted. Do not make shelves or corners a catch-all, but keep the books and papers straight and in order. Mend torn curtains or maps; keep blackboards, erasers, chalk troughs, and everything in the room dusted and cleaned; the stove polished, the bell scoured bright, the water-pails clean and filled with fresh water. Best of all, keep the floors mopped, for nothing adds more to the freshness of a room than clean white floors. Much labor can be saved, and with little cost, if the floor is oiled.

Have mats and scrapers at the door for cleaning the shoes, but the mats must be kept clean. If it can be so arranged, a few pots of growing flowers and ferns add much to the life and beauty of the room. In the fall and spring the children delight to bring flowers. Two vases should be kept, a large and a small one, and certain pupils may bring fresh flowers each morning, two or three varieties being placed in each vase loosely, not crowded, but well arranged.

Now our room is complete. The ideal schoolroom should have a molding effect upon the homes of the parents and upon the church, as well as upon the pupils. Unless it is so, the truth is misrepresented, and persons are kept from accepting the third angel's message by our unkempt school grounds and rooms. If such a state exists, let the teacher plan an exhibition day, to exhibit class work. To add to it get a few pictures of art from patrons, as a loan, or the Chicago Art Education Company, 218 S. Wabash Avenue, will aid. Have an exercise, invite parents and neighbors, create an interest in the school, take a collection, and use it to make the needed repairs and improvement. But most of all, keep what you do have neat and clean.

### "New Testament History"

THE contents of Professor Kern's two books on the life of Christ and the acts of the apostles have been combined and republished in a single volume. Owing to the elimination of the blank pages in the former edition, the new book contains 208 pages, and sells for the same price as the old "Studies in Gospel History," \$1 postpaid. Pacific Press Publishing Company.

## Manual Training

BY ALICE OWEN BITTENHOUSE

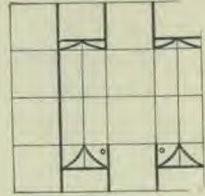
### Model XX — Gocart

A NICE cart may be made from two oblong boxes, placing one on end inside of the other for the top.

Cut circles for wheels, making the front ones smaller than the back ones. Use toothpicks for axles, and peas which have been soaked overnight in water, for hubs. Cut the box lower at the foot, and make the top a nice shape.



DIAGRAM XX



SLED

### Extra Model — Sled

This extra model is given to test your ability of interpreting the diagrams.

Each one of the normal class is required to make a number of original models.

This set of models is designed to be a beginning of what may be worked out by the teacher and children.

Each model worked out should suggest others to your mind, which may be worked from the same foundation square.

## A Troublesome Pupil Won

BY JOHN N. QUINN

IN a certain school a troublesome pupil was won to the side of order by firmness and strategy. Living on a farm, the troubler in the camp frequently brought with him a pocketful of field corn, and using his fingers as a catapult, caused many a student to jump from his seat with an ejaculation of pain. At last the teacher caught him red-handed, and quietly ordered him to take a seat on a box a short distance from the stove, where he would have the pleasure of shooting all the corn into the fire. He took the seat, yet never a grain of corn found its way into

the fire. He remained indoors during recess,—sullen and stubborn. Owing to the good behavior of the school that afternoon, the teacher said she would dismiss the school earlier than usual. All were interested in the boy sitting on the box, and queried as to the outcome. As the pupils rose to be dismissed, the teacher said, "No doubt Johnnie and I will be obliged to remain in the schoolroom the entire night." The pupils filed out, and soon the air was filled with the noise of happy youngsters. Turning to the boy on the box, the teacher quietly said: "Johnnie, it looks as if we

shall remain here all night; the corn must be shot grain by grain into the stove." She said nothing more, and busied herself with her work. It was too much for Johnnie, who fully expected corporal punishment, and, forming his fingers into a catapult, he rapidly shot the contents of his pocket into the fire. The sound of cracking corn was a joyful one to the teacher, who, with a hearty handshake, bade him good-by. Never again did a grain of corn find its way into that school, and Johnnie became one of the teacher's best and truest pupils.

## Oral Bible in Grades One to Three

BY ELLA KING SANDERS

EDITOR'S NOTE.—The past four months we have given in serial a proposed revision of the outline for Oral Bible in the "Church School Manual," with accompanying comments. The revision includes a reduction in the number of stories given, and a rearrangement of some parts of the outline. In the two previous volumes of the journal Mrs. Sanders gave a synopsis of the first two terms of Primary Bible, basing it very largely on the outline in the Manual. Beginning with this number, the third term's work is taken up, based on the proposed revision. This will be completed by the end of the present volume, and will afford a good idea of how the new outline works out. We have received repeated and urgent requests from some sections of the country to publish the entire three terms' work in a bulletin. If the demand is sufficiently general to

justify it, we shall be glad to do this. While the first two terms contain more lessons than will be given if the proposed revision is adopted, they will afford room for some selection. Will our readers who favor issuing this matter in bulletin form be kind enough to write us accordingly?

### THIRD TERM

#### Lesson 1 — Philip and the Eunuch (Acts 8)

MEMORY VERSE: John 5: 39

AIM.—To teach the missionary spirit of the lesson, and the necessity of prompt obedience.

INTRODUCTION.—Tell of the great trouble at Jerusalem, the persecution of the Christians, and how they left the city and went everywhere telling people about Jesus. Sketch a map, point out Samaria, and tell something of the people. They were looking for the Messiah, but were not so bigoted as were the Jews.

LESSON.—Give names of some who were scattered, and tell about Philip at a city in Samaria, earnestly preaching Jesus, and performing miracles. He had the same spirit as Stephen,—full of faith and love, brave and willing to obey God.

Picture the stir of the people as they saw his works and heard his words, how the news spread and the crowds increased at the services; many converted and great joy in the city. Give the strange message that came to Philip: Go to a certain road, and go *now*. Emphasize the prompt obedience. As the story is told, let pupils discover the necessity for promptness. Why not go down there tomorrow? Picture Philip on his journey over the lonely road; the query in his mind about the work to be done. He did not ask the angel *why* he was to go. He was working for Jesus, and he always obeyed his voice. "A man of Ethiopia"—a land south of Egypt, including northern Abyssinia. "A land far away"—Philip was to learn that the gospel was for the world. "Under Candace"—a name for a series of queens of that country. "Sitting in his chariot," reading Esaias—studying the Bible on his journey, no wasted moments. "Philip ran thither to him"—had to hasten to be on time to do God's work. What if he had tarried one hour before starting? "How can I, except some man should guide me?"—he needed a teacher, some one who knew Jesus. Millions are now in darkness and in need of the light of Jesus.

CONCLUSION.—Who will go and work for Jesus? Who will answer when he calls, and say, "Here am I; send me"? Many all about us who need the light. Can children be light bearers? How? Philip took that journey just for one soul; he left the crowd to help one. Emphasize prompt obedience.

HELP.—"Acts of the Apostles," chapter 11.

### Lesson 2—Paul and the Jailer (Acts 16)

MEMORY VERSE: Phil. 4: 6

AIM.—To show what faith will do, and to teach trust in and praise for God under discouraging circumstances.

INTRODUCTION.—Sketch map and trace journey of Paul to Philippi. Tell of his work there and how the enemy tried to hinder it, and of Paul's helping the girl who was so sick with sin—a demoniac.

LESSON.—Picture the scene that followed the miracle, but omit the details of the cruelty to Paul and Silas. "At midnight Paul and Silas prayed"—a strange time and place for a prayer meeting and praise service, and stranger still the circumstances,—punished when not guilty, and suffering pain. "Suddenly there was a great earthquake." This was

not asked for nor expected. They were just trusting God with faith to believe that he would be with them. God's mighty angels were there—all doors were opened, and all bands were loosed. Keeper excited, but Paul and Silas calm. Why the difference? Paul and Silas self-forgetful, ready to lead others to Jesus.

CONCLUSION.—Teach the importance of the question the jailer asked. Is it as easy to be calm and sing praises when suffering for wrong deeds? Trust and obey Jesus, and nothing can harm you. Make a list of things in this lesson that faith did.

HELP.—"Acts of the Apostles," chapter 21.

### Lesson 3—Paul at Athens (Acts 17)

AIM.—To teach the reality of God, and to emphasize the missionary spirit of the lesson.

INTRODUCTION.—Talk about the works of God about us—the flowers, the trees, and the animals; then the unseen things—electricity and air. Show the reality of the latter as well as the former. Paul knew that God, the Creator, was just as real as the things he saw, and he tried to teach others this truth. Review his experience at Philippi, and trace his journey to Athens.

LESSON.—Give a word picture of Athens and of its inhabitants. "Waited for them at Athens"—the greatest of cities of that day, because of the preeminence of its poets, orators, and philosophers. On its hills stood famous temples and statues, the greatest being the statue of Athena, from which the city was named. "Saw the city full of idols"—gods at every turn, said to be easier to find an idol than a man. Tell how this sight affected Paul, and of his earnest effort to tell the inhabitants the truth. They were especially interested in new doctrines (verse 21), and Paul was ready for the opportunity to teach them about the true God, the Creator.

CONCLUSION.—Paul taught that all who dwell on the earth are of one blood, for God is the creator of all. This great God is real, and by his Spirit is leading and caring for each of us. The Creator of all things is the true God. Teach our relation to those in the darkened parts of earth, and our duty to them regarding the truth God has revealed to us. Read Paul's discourse, and ask questions.

HELP.—"Acts of the Apostles," chapter 23.

## (Lesson 3 Developed)

(Holding up a flower) What is this? How do you know that it is a flower? You see it, and you were taught to call it a flower. If you could not see it, how could you find out what it is? Yes, you could feel it and smell it. You know that it is a real thing because you can feel it, and see it, and smell its perfume.

Who can tell me something you saw this morning on your way to school that you know is real, because you saw it and could take hold of it? Henry: "I saw the trees, and I know they are real." Agnes saw a horse; Willie saw an automobile. "I saw a street car," said Henry. What was the horse doing, Agnes?—"He was drawing a wagon." And, Henry, what was drawing the street car?—"Electricity." Did you see it?—"No." How do you know it was electricity?—"That is what men call it." Is it a real thing?—"Yes." How do you know it is real?—"I see what it does." That is right. We know it is real because we see its power manifested; it does things. Tell me something else that we cannot see but know that it is real because we see what it does. (Give experiment to show the power of air, and talk about the wonders of the wind.)

In the same way, children, we know that God is real. We see his wonderful works every day. By his power we live, the flowers and plants grow, the birds fly, and the fishes swim. He made everything and keeps everything alive. He causes the earth to turn around to bring us day and night; and he causes the sun, moon, and stars to travel in perfect order. We know all about this,—what a real, true God our God is; but there are many people who do not know this today, just the same as there were when Paul lived on this earth. Paul knew the true God, and he went from place to place to tell the people about this wonderful God who created all things, and cares for us all, day and night, and is near us all the time.

Who remembers the name of the place where Paul was in our last lesson? (Sketch map, and let pupil point out Philippi.) What happened to Paul while there? Who was with Paul? How was God's power shown when Paul and Silas prayed? What was the greatest thing that happened that night? Yes, the conversion of the jailer and his family. It was God's power that changed them and gave them new hearts. How did Paul know that the jailer was changed? Yes, by what he did.

But Paul had to leave there because some of the Jews did not like him and wanted to do him harm. We shall follow him on his journey. (Trace on map, stopping at Berea.) He could not stay long at Berea, but he left Silas and Timothy there, and some of his friends took him by boat over the sea to another city. (Sketching water and islands) Let me picture something on the board to make us think of that sea on which they were to sail. We shall have this for one of the beautiful green islands which they passed, and these for the palm trees on the island. Then down here we shall have another island, for they passed many islands. Now let us close our eyes just for a moment and try to picture that boat sailing over the blue water of the sea. What do you suppose they were talking about as they sailed along? Yes, I suppose Paul was sad to think that the people of Philippi would not believe in Jesus their Saviour. But his thoughts were soon turned to other people, for they came in sight of another city. Before they reached the shores, they saw something sparkling and shining on top of a hill. This the friends told Paul was the statue of the goddess Athena, one of the idols which the people of Athens worshiped. The city was named after that idol.

This was Paul's first visit to this, the most noted city of those days. Within its walls were four hills, on the top of the tallest of which stood the statue they had seen in the distance. There were numerous other statues and many fine temples on these hills. A great many wise (as the world sees it) men lived there and had lived there,—men who wrote histories, men who wrote about the wonderful things in nature, those who painted noted pictures, those who carved out fine statues, and those who made great speeches. It was also a city of great wealth, so many people had nothing to do but to meet and talk. People came from all parts of the world to see the works of men's hands, and to hear the wise men talk. They were always ready to hear something new; so when Paul came, they were ready to hear what he had to say.

The first thing that he noticed as he entered the city was the multitude of idols. At every turn he saw a different one, and he was ready to believe that it was "easier to find an idol than a man." See him as he walks along and gazes upon these man-made gods! Imagine his surprise as he finds one "TO THE UNKNOWN GOD." By this time his heart



was burning with a desire to tell these people about the God whom they were ignorantly worshiping. He soon found the place where the Jews worshiped, and was preaching to them about Jesus, in whom they did not believe. Then he learned about the gatherings at the market places, so every day he went there to preach to the people. He told them about Jesus and his resurrection. Some of the men called him a "babbling," and said he talked about strange gods. But they treated him well, and invited him to come to one of their places of meeting on the hill and talk to the people there.

I think Paul said in his heart, "Thank the Lord, now I can tell them there about the true God," and I think he went up that hill praying God to help him to say the right words. When he reached the place, they told him they wanted to know all about the strange things he had been telling at the market (read his discourse, verses 22-31). What was the first thing

he told them about the true God? Where did he say he does not dwell? Why do you think he told them that? Yes, because he saw so many idols. What did he tell them the true God gave them? What did he say about all nations? Then how should we feel toward people of the heathen lands? What did he tell them to do? What did he say about God that would teach them that he was a real being? Yes, we are his children, and our Heavenly Father is not like gold, silver, or stone, shaped by men to look beautiful. What command did he give them? Why should they repent? What caused them to turn against his words? They did not think it possible for man to be raised from the dead. Paul was ever ready to tell others about the true God, the Creator of all things. There are many all about us who do not know Jesus as a real Saviour, and shall we not try to follow Paul's example and watch for opportunity to tell them?

## READING COURSE

### Third Year

#### *Part I: "Counsels to Teachers"*

##### **Christian Teacher's Needs**

1. Give at least three reasons why the teacher should not enter upon his work without careful and thorough preparation.
2. What two qualifications are indispensable?
3. What third one must be added before he is prepared for his work?
4. Show the teacher's relation to the purpose of education.
5. By what two means may the teacher obtain spiritual fitness for his work?
6. How should he deal with students? With their studies?
7. What traits unfit a man or woman for teaching?
8. What traits must be cultivated? How?
9. In what ways may the teacher increase his talent?
10. What appeal ought teachers to heed?

##### **Necessity of Doing Our Best**

1. How do the nobler powers of mind become dwarfed?
2. In what two pursuits would God have his children make progress?
3. How may spiritual progress be made?

4. Note in detail how to cultivate the right use of the gift of speech.
5. What was Christ's method?
6. How should the gift of speech be used in prayer? In witnessing for Christ?
7. In what practical ways should the voice be consecrated?

##### **Deeper Consecration**

1. What are the teachers in our schools especially to cultivate? To avoid?
2. Show how the element of simplicity should characterize their work.
3. How are the teachings of health reform to enter into the work of the school?
4. What can the teacher learn from the husbandman?

##### **Importance of Simplicity**

1. How may the teacher make daily gain in aptitude to teach?
2. What art does he need to learn?
3. What lesson can we learn from the little girl's complaint?
4. By what twofold means are we to obtain a fitness for speaking?
5. Note particularly the conversation cited on the power of enthusiasm.
6. What test is being brought to bear on our people?
7. Study with care the caution given

on the words and acts of responsible men in our schools.

#### The Great Teacher

1. What prompted the sending of the world's greatest Teacher?
2. What station in life did he choose?
3. How did he develop his talents and faculties?
4. What three things in Christ's teaching led the common people to hear him gladly?
5. How are they to be imitated in our instruction?

#### Christian Discipline

1. What is the most delicate work ever intrusted to mortals? Why?
2. Point out in detail (a) the student's part in school discipline, (b) the teacher's part.
3. What considerations should govern (a) public exposure of wrongdoing, (b) the expelling of students?
4. Why should prizes and rewards not be offered students?
5. What attitude should be taken toward form and ceremony?

#### The Dignity of Labor

1. What feeling toward manual labor prevails in the popular mind?
2. Are we as Christian teachers entirely free from this feeling?
3. What was the Lord's purpose for men (a) before the fall, (b) after the fall?
4. How has Satan perverted the rightful place of manual labor?
5. Note in detail (a) God's plan for Israel, (b) Christ's example of God's purpose in labor.
6. What is Christ's relation to human skill exercised in useful ways?
7. What is the right relation of business and Christianity?
8. What precious talent has been intrusted to men? For what purpose?
9. Contrast the results of idleness and of contented industry.

#### Words of Counsel

1. What is God's order of physical exercise?
2. Through what means does Satan seek to counteract this plan?
3. What solemn words are spoken to teachers?
4. What part should physical labor have in the education of our youth?
5. Whose example indicates the standard for our youth?

#### Physical Labor for Students

1. To what dangers are students exposed in the popular plan of education?
2. What would largely remedy these conditions?
3. What serious mistake do some students make? At what cost?
4. What mistake do wealthy parents often make?
5. Show when riches are a curse; when poverty is a blessing.
6. Show that well-regulated labor should not be made dependent upon the need to earn.
7. Point out the true relation of physical labor to the cultivation of the intellect.
8. What provision for this balance should be made in the schools? (See also middle paragraph, page 289.)
9. What conditions make this provision imperative?
10. What excellent results will follow?
11. If either side of education is to be neglected, which should it be?
12. What lack in the education of girls makes unhappy families?
13. How should labor be equalized in society? With what good results?
14. What popular error needs correcting?
15. What practical work for girls may be elevated if rightly viewed?
16. How will mental labor in school be affected by sharing time with physical labor?

### Part II: "School Management and Methods"

#### CHAPTER XV

1. Do not fail to catch the idea of true evolution: all that is good in the old is essentially retained in the new.
2. Study the application of this principle in class work. With all its advantages, class work is a failure without proper attention to the individual.
3. The class idea is carried to an extreme when a pupil does not have a daily share in the recitation, or when he is kept back or pushed forward unduly in order to keep him in the regular succession of classes or grades.
4. Draw off on a card, in abbreviated form, the six points on pupil hygiene, and keep it about your desk till each point is fixed in your practice, adding "Happy class control" as the seventh.
5. The author's scheme for classifying,

(Continued on page 159)

# HOME EDUCATION

Conducted by Mrs. C. C. Lewis, Takoma Park, D. C.

## Other Worlds

### The Child

LITTLE stars, if I could fly  
Where you are, up in the sky,  
Tell me, stars, what would I see?  
Tell me, stars, where would I be?'

<sup>1</sup> By Emma L. Elbridge.

### The Stars

On some other worlds you'd be,  
And some other worlds you'd see;  
Looking down from where we are,  
Your world, then, would seem a  
star.

## New Year's Resolutions

### For the Husband

1. AS a husband and father I will try to leave my business cares in the office, under lock and key, and go home with a cheerful face and a bit of news for the folks.

2. I will put forth special effort to gather my family around the altar of prayer night and morning, and commit our ways to the Lord.

3. I will try to take my wife a flower, or some other little token, now and then, as I used to do before I married her.

4. I will try to remember her birthday and our wedding anniversary, to help her sense that she is more than merely a housekeeper to me.

5. I will try to be more worthy of the respect and trust of my children, that they may find in me a sympathetic adviser and their ideal of a man.

6. I will try to win Jack's confidence, so he will confide in me and trust me as he did when a wee lad.

7. I will try in every way to be a stronger, nobler man than ever before, that I may be in the fullest sense a worthy husband and father.

### For the Wife

1. As a wife and mother I will try to have the home tidy, the children neat and clean, and supper ready when husband comes home at night.

2. I will have the children retire early, that they may keep well, and that husband and I may read together, and enjoy each other's society as we did in days gone by.

3. I will try to speak kindly of all, and look for their good qualities.

4. I will try to read something uplifting and inspiring every day, that my mind may not grow rusty, and that I may do my best work for those around me.

5. I will bear patiently my trials, and seek to lighten the burden of others, if by no more than a pleasant smile.

6. Amid the cares of my family, I will not forget that I have a duty to myself, and I will have at least one costume in which I can appear becomingly dressed.

7. I will try to keep the morning watch and have a few minutes' silent time each day.

### Education in Play

"THE plays of the age are the heart leaves of the whole future life, for the whole man is visible in them in his finest capacities and his innermost being."

Would that parents could realize the truth in this quotation! How much easier it is to teach the activities of life in play than in a cold, matter-of-fact way. Truly, "books can never teach what toys inculcate." It is difficult to teach a child principles in which he is not interested. If he takes pleasure in his task, he remembers it longer, and the effect on his character is more beneficial. Why not, then, teach the children through play? That there is education in play no one can doubt. Play with the child, not foolish, meaningless games, but utilize the real activities of life.

The wise mother will manage to play housekeeping with her little daughter. To be successful, this work must begin while the child is very young. I well remember a mother who taught her small daughter to make beds by having the child stand at the back of the bed, and put up her side of the covers. Together they took hold of the sheets, one by one, and carefully smoothed and stretched them into place. Next the corners were neatly spread in like manner. The top sheet was folded back, and the pillows nicely laid in position. The child was delighted to "help mamma." At a very early age she was able to superintend the making of beds herself, and with a younger sister to assist her, as she had assisted her mother, took charge of that part of the housekeeping.

Any little girl enjoys playing house. Give the child a small table for her doll,—a little box will do,—and a few knives, forks, and spoons, which can be bought at the ten-cent counter. Help her to hem her tablecloth and napkins. These can be made from your own tablecloth which has outlived its usefulness. Give her a piece of worn cotton flannel which she can use for a silence cloth. Let everything be neat, clean, and orderly. Show her how to set the table and place the silver. By real interest and sympathy, make the child feel that you are having a good time, too. Why should you not have a good time? You are teaching domestic science, and with more hope of success than many a salaried teacher.

I read of a mother who tried this plan: She helped her little girl serve three luncheons during the winter to which two or three playmates were invited. Some formality was observed, and the children, while having a jolly time, were learning valuable lessons in table service.

Children enjoy doing the things they can do well. If while they are young they are taught the joy of service, as they grow older work will not be distasteful to them.

Teach the child something about different kinds of china and glassware. Show her what is dainty and what is not in good taste. Give her a little mat, if only a Japanese napkin, for a centerpiece, and arrange a pretty bouquet of flowers, ferns, or fruits, explaining to her that it must be low enough not to obstruct the view of those across the table.

As soon as the little girl is old enough, she should be taught something of food values, food combinations, and how to make out a well-balanced menu. This can be made intensely interesting, but it will require some tact on the mother's part. Always keep up the play spirit. The educational value will depend somewhat on the pleasure the child gets out of its work. One has said: "If we succeed in giving the *love* of learning, the learning itself is sure to follow."

What has been said of the little girl is equally true of the boy. Give him a chance to play, but utilize his play, for it is a considerable part of his education.

"Play is an index of character. Children generally play at the thing which in later life they are to do well."

### Stand a Test

"HERE'S your butter, mother!" exclaimed Will, laying down a package upon the table, "and I know it's good."

"How do you know that?" asked his mother.

"Because I was there when the tub came, and saw Mr. Wilkins sample it. He ran the sampling iron down to the bottom of the tub and tasted it and smelled it, his clerk tasted it and smelled it, and I tasted it and smelled it. We all thought it was good; so it must be good."

"Well," laughed the mother, "I suppose in the mouths of two or three witnesses it is established. But it may be that that particular part of the butter which the sampling instrument brought out of

the tub was good, while the rest of it might not be so good."

"O, no, mamma!" assured Will. "Mr. Wilkins said when you sample a tub of butter that way, you sample each layer of it; and if the sample is good, the butter is good."

"Well," said the mother, "that seems to be a pretty good conclusion, and I guess it is generally true that you can judge the whole of anything by a very small part if you know how, boys as well as butter."

"I'd like to know how you're going to sample a boy," answered Will.

"Why, easy enough," replied his mother. "You don't have to know all about a boy, or live with him in a house seven days in a week, to understand what kind of boy he is. If you know how, just as Mr. Wilkins knows how to sample butter, a few little things about a boy tell the whole story — the way his hair is combed, his shoes blacked, or his face and finger nails cleaned."

Will started off for school thinking over this. On the way he met Mr. Harlen. Mr. Harlen was the superintendent of the broom works, and Will was anxious to get a job in the factory as office boy during the summer vacation.

"Good morning, Mr. Harlen," he said in his pleasant way.

"Why, good morning, Will," responded the gentleman, who seemed to be quite pleased with the frank and pleasant address of the boy. He held out his hand to him. Will extended his in return, but as he did so he felt quite mortified as he noticed he had forgotten to clean his finger nails carefully. Mr.

Harlen, too, seemed to be scanning his hand closely.

"I declare," said Will to himself, as he walked away, "I believe he was just sampling me by those finger nails."

At school that day the teacher said to them: "Professor Totten has promised that five of the pupils of this room shall be promoted to the next, owing to the fact that we are so overcrowded. I shall not tell you how I shall decide; but I shall pick out the five who I think are the most deserving in every way."

"I wonder if she's going to have an examination," whispered Harry. "I'll stand as good an examination as anybody."

But no examination was mentioned. "I know," said Will to himself. "She's just going to sample us the way Mr. Wilkins did the butter. She's watching some little things. And the trouble about the sampling business is just as Mr. Wilkins's clerk said, if there is a lump of salt or a bad streak of butter the knife is just as apt to strike it as not. I tell you, you've got to be awful particular of yourself if you're going to stand sampling. There! If I didn't go and talk out loud thinking so hard."

When the announcement of the promotion came, Will was not one of the favored ones.

"I've been the best boy I know how the whole week," he said to his mother, "but it don't do any good to put your good butter on the top of the tub. Mr. Wilkins said so the other day at the store. Teacher must have run the sampling iron into some careless streak of poor work. I knew I'd crammed and

peeped for some of my recitations, but I don't see how she found it out."

"Honest studying, like honest butter, always has a market when that of unreliable quality is rejected," said his mother. "But isn't there some one else who is sampling you every day more unerringly than your teacher?"

"Who?" Will wanted to know.

"One whose eye is more searching than the probe Mr. Wilkins used, or the teacher's tests. Can you say to him, 'Search me, O God, and know my heart'?"—*The Enterprise*.

### The Best That I Can

"I CANNOT do much," said a little star,

"To make the dark world bright;  
My silvery beams cannot struggle far

Through the folding gloom of night:  
But I'm only a part of our Maker's plan,  
And I'll cheerfully do the best I can."

"What is the use," said a fleecy cloud,

"Of these few drops that I hold?  
They will hardly bend the lily proud,  
Though caught in her cup of gold.

Yet I am a part of our Maker's plan,  
So my treasures I'll give as well as I  
can."

A child went merrily forth to play,

But a thought like a silver thread  
Kept winding in and out all day

Through the happy, golden head;  
Mother said, "Darling, do all you can,  
For you are a part of our Maker's plan."

She knew no more than the glancing star,

Nor the cloud with its chalice full,  
How, why, and for what all strange  
things were;

She was only a child at school!  
But she thought, "It is a part of our  
Maker's plan

That even I should do all that I can."

She helped a younger child along

When the road was rough to the feet,  
And she sang from her heart a little song,

That we all thought passing sweet;  
And her father, a weary, toil-worn man,  
Said, "I will do, likewise, the best that I  
can."

— *Teachers' Magazine*.

### What Is the Montessori Method ?

ALTHOUGH this question has been discussed by many educators the past few months, it may not be out of place to speak of it again here.

It seems a little strange that parents themselves have formulated so few plans for the training of children. The kindergarten system, which has become so popular and so effective in the training of little children, was worked out by a man, who, remembering his own unhappy childhood, desired to do something to bless other children. The Montessori system has been developed by a lady physician while pursuing her professional duties among defective children. She was able to accomplish better results in mental work with these unfortunate little ones than the teachers in the schools were doing with normally developed children.

#### Educate Themselves

The Montessori system proceeds on the basis of the truth expressed by one writer in these words, "Every man must educate himself." So the children are put in a position to educate themselves. I am not familiar enough with the system to accept it in all its details, but it certainly has much to commend it to every parent and teacher. Most of us stunt the minds of children, and make them "educated weaklings," by our overanxious efforts to do things for them, depriving them of the joy of achievement.

Much of the apparatus in this system is expensive, and therefore

out of the reach of the average family. But it is possible to make at home many pieces of apparatus that will answer the purpose. The method is especially adapted to home-school work; for it is the design of its author to have the children do individual work.

One of the first things the method undertakes is a series of exercises to give the little one control of its hands, and at the same time teach it unawares to dress itself. A series of dressing frames are used, 12 x 12 inches. On two sides of these frames are tacked pieces of cloth. No. 1 has large buttons and buttonholes. No. 2 has automatic fasteners. The game is for the baby fingers to button and unbutton these fastenings. No. 3 has hooks and eyes. The next frame has pieces of leather tacked on, with shoe buttons to be fastened with the buttonhook. There is one with eyelets and strings to represent lacing up the shoe. I do not see why an old shoe, or real garments with buttons and holes and hooks and eyes, would not answer the purpose. In this way, while at play, the little one is finding how to use its hands, and in an incredibly short time will be able to fasten and unfasten its own clothes.

There are other materials which are used for the development of form, color, weight, etc.

I sincerely hope the parent readers of CHRISTIAN EDUCATION will wake up to the importance of early letting the children learn to wait on themselves, and to learn to do by doing little duties adapted to their strength.

### The Training of Infants — No. 1

[We invite the thoughtful attention of mothers to the following excellent thoughts on the training of infants. They are from the pen of Annette Fiske, A. M., and are taken from the *Trained Nurse and Hospital Review*, of New York City.—MRS. C. C. L.]

THE fact that the baby seems so helpless and expresses so little recognition of things that are simple to its elders has misled the majority of people into thinking that the baby is growing physically only, and that its mental and moral development will come considerably later in life. This is far from true, however. When one stops to consider the matter rationally, it becomes evident that the child will not develop in this piecemeal fashion, but will develop all its faculties, mental and moral, at the same time that its physical body grows and develops, though perhaps not quite so rapidly. The infant cannot show such development in the manner of adult life,—in speech or, to any considerable extent, in action,—but the faculties become molded and acquire tendencies that may strengthen to such a degree as to become very difficult to change.

#### How Baby Learns

It is remarkable how quickly a tiny baby learns how far it can effect its desires by crying. Indeed, the importance of properly training the child from birth is most emphasized in the case of babies where training has been lacking, or rather where the training has been bad, for there is bound to be training of one kind or the other. People have an impres-

sion sometimes that they do not need to train the child, that it may be allowed to grow naturally; but all human beings are influences, consciously or unconsciously, to the people about them; and perhaps babies show the effect of such influence more than grown people, because they are learning the A B C of life, and are usually exposed to one set of influences only. The baby learns by observation and imitation, though both are doubtless unconscious at first, and consequently the conduct of those in charge of it cannot but influence it very seriously. There was probably less need of conscious training on the part of the mother in less sophisticated times; but life has become so artificial, so far from what nature first intended, that the fact has to be taken into account. It is hard to tell what the effect has been of the various changes in woman's life since primitive times, but it is a question whether babies were really so much better off then, or whether the strong alone survived.

#### Influence of a Mother's Prayers

I SHALL have space for only one example of a godly mother's prayers. The founder of the Inland China Mission was dedicated to that work by his parents before he saw the light. He, a youth in his teens but not yet surrendered to the claims of God upon him, was away from home when one day such a burden came upon the heart of his mother that she shut herself in her room and prayed long and earnestly for his conversion, till finally her burden rolled away,



and such joy filled her soul that she burst forth into praise to God. She knew that her prayers were answered. J. Hudson Taylor was converted that night in a warehouse. He wrote the fact to his sister, with instruction not to tell his mother. When he returned home, as his mother met him in the doorway she told him she knew the day and hour when it all happened. God sent her the message.

### “Smile and Splain”

I THINK oftentimes mothers are so burdened with cares that they fail to bring as much joy into the lives of the children as they might. Not long ago I read this little story: A busy mother was in the habit of always saying, “Hurry! hurry up, children! O, do hurry! what makes you so slow?” Suddenly, a tiny little girl who was slowly buttoning her shoes looked up and said, “Mamma, when I have a little girl I shall not say, Hurry, hurry, all the time.” The mother, laughing, said, “What *will* you do when you have *two* little girls and two little boys to dress for school and they just will not help a bit?”

“Why, mamma, I would just smile and splain.”

May the Lord give us more mothers who will “smile and splain.”

(Continued from page 152)

especially in the rural school, is worthy of study.

6. Suggestion: When classifying pupils, always have it understood in any doubtful case, that your first assignment to a class is only tentative, that you want him where he can get the most benefit, and that you can decide that best after a little trial. It may save heartaches in some cases.

### CHAPTER XVI

1. Note the opening sentence of the chapter. In the special instruction given for the conduct of our schools, we find many principles in harmony with the best teaching experience of the race.

2. Think of yourself as a class leader rather than a hearer of recitation.

3. Underline three things on page 160: the practice of Arnold, the first sentence in paragraph 2, and the last sentence in paragraph 2; then double underline the first sentence of paragraph 3.

4. Are you the “one teacher in twenty” mentioned in paragraph 4?

5. Note this key to the effective drill: “A little truth gained is applied in many ways;” see also paragraph 6.

6. Select and mark the key sentence in the discussion (a) of each educative class method, (b) of each helpful class device.

### CHAPTER XVII

1. What is the cardinal principle in school tactics? The extreme?

2. What is the practical value to pupils in learning to execute a call or dismissal in two minutes without confusion?

3. Study for fitness and simplicity in tactics, and minimize the artificial.

### CHAPTER XVIII

1. Distinguish between learning and development.

2. Give a true definition of oral work; of book work.

3. Why should oral work tend to decrease and book work increase as the pupil advances?

4. Note carefully the proportion of oral work in the various elementary subjects. How does it agree with your practice?

5. Who was the greatest oral teacher?

6. What type of teaching marks the master? NOTE.—That teacher who can leave his book at home and conduct successful class work on the topic of the day, is master of the situation, be it in day school or in Sabbath school.

7. Books are a necessity in teaching. In what ways does the master show his hand in book teaching?

### CHAPTER XIX

1. Instead of using prizes, honor rolls, or other external inducements, how will the good teacher get the desired results? How does this accord with your practice?

2. Study with open mind the author's discussion of per cent marking and record keeping. What is your conclusion?

3. What is the true basis for promotion and demotion of pupils?

# Christian Education

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*Editors*

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## Food and Diet Charts

A SET of fifteen large colored food and diet charts has been prepared by the Division of Food Investigations of the Office of Experiment Stations in the United States Department of Agriculture. These charts, which are 21 x 27 inches in size and handsomely printed in several colors on a good quality of paper, make excellent wall decorations for the schoolroom. They picture many common foods, such as meat, fish, vegetables, and show graphically the proportions of the various nutritive constituents and waste in them. By this means they give students a practical idea of the food value of various standard articles of diet. Price, \$1, currency or money order. Address Superintendent of Documents, Government Printing Office, Washington, D. C.

## Health of School Children

"WE have now 17,000,000 pupils in the schools of the United States, and a large percentage of them fail to pass each year, not because they are mental defectives, but on account of their health. Dr. Gulick has been investigating the matter. Out of 250,000 failures he found that sixteen per cent had not been able to pass on account of ill health. About nine per cent of these failures had bad teeth, adenoids, defective vision, and other things which kept them back. He found that the children who had bad teeth were on the average six months behind those

with good teeth. Indeed, Dr. Osler says that more damage is done to our health by bad teeth than by alcohol, and thinks that every child should be examined as to such matters, whether his parents wish it or not, and that he should be put on the road to health."

## A School for the "Hand-Minded"

"I LIKE this school because I never could have learned anything, and I am of more use in the world." This is the way a girl pupil in the Elementary Industrial School of Cleveland, Ohio, describes her impressions of the new kind of school work, according to a bulletin just issued by the United States Bureau of Education.

The Elementary Industrial School was established to give "hand-minded" boys and girls as good a chance as the "language-minded" have always had. Cleveland was one of the first cities in the United States to make a distinction between the two types of children—those who take to books and those who do not. In Cleveland, as in most American cities, about half the children have been leaving school in the sixth grade. The Cleveland school authorities saw that much of this waste was due to the attempt to force abstract intellectual effort on boys and girls whose interest was in doing things. The Elementary Industrial School was meant to meet this situation. To it boys and girls were admitted if they were over thirteen years of age and were two or more years behind their grade in school.

In this school one half of the time is devoted to English, mathematics, geography-history,—the two in close connection,—and to hygiene of a thoroughly practical character. The remaining periods are given to manual and industrial work—including shop work—and to domestic economy and gymnasium practice. A poll of the pupils showed that with the girls cooking and sewing were favorite subjects; with the boys, mechanical drawing and woodworking.

The school has been successful, even in the face of adverse conditions. The enrollment has doubled in the past four years. Pupils who had long since lost interest in school work of any kind, some to the extent of being known as "dullards and incorrigibles," have become eager and alert, not only in the hand subjects, but in the academic work as well.

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