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THE BIBLE READER

Number Two

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Bible Reader – Number 2
True Education Method
Introduction and Suggestions to Parents – Teachers – Tutors

“As a man thinketh in his heart, so is he.” With equal truth may it be said that “the thoughts of the child shape the actions of the man/’ or in the words of Mr. Marden, “What is put into the first of life is put into the whole of life.”

Parents must therefore decide what they wish their children to become, and having made the decision, let them give them such mental food as will bring the desired results.

Even the Christ was once a child, and he learned as every child today may learn. As an infant he heard, oft repeated, the story of God’s goodness and his greatness. Songs and prayers and lessons from the Scriptures were his first lessons. “From his mother’s lips and from the scrolls of the prophets he learned of heavenly things. His early years were given to the study of God’s word. He gathered stores of scientific knowledge from nature. He studied the life of plants and animals and the life of man.”

The results of early training are seen throughout his life. With the dawn of youth he surrendered his life completely to God, that there might be accomplished through him the purpose of God in his birth. He became the greatest of missionaries. His life was spent in unselfish service.

Would you have your child live and do the same? Then begin early—you cannot begin too early—to fill the growing mind with God’s truth, as written in his Word and in nature.

Bible Reader, Second Year, follows the plan begun in the first book of the series. It gives to the child the simple stories of the Old Testament Scriptures.

There is no broader field from which to draw; no matter more truly adapted to the mind of the child; no language so pure; no thoughts so ennobling. When they are woven into the fabric of human

character, they produce beings in harmony with the Master, with eternity for their future home and school.

No apology is made, therefore, for placing before the public, especially before an army of children, their parents, and their teachers, this the second in the series of Bible Readers.

A careful reading is requested for the Suggestions for Teachers and Parents, which outlines the methods to be followed in making this little book not only a model reader, but the center of a correlated study of language, Biblical history, science, numbers, geography, and spelling.

Suggestions to Parents – Teachers – Tutors

The best books may fail to accomplish their purpose when handled by inexperienced or indifferent teachers.

First.—Become well acquainted with this Reader before beginning to use it with a class of children. It is not enough to be able to pronounce all words correctly.

What the Teacher Should be Able to Do.—To handle a reading class with success, the teacher should be thoroughly acquainted with the history of the lesson as well as related history ; there should be definite knowledge of the geographical situation ; and correct spelling, syllabication, accents, markings, and definitions are required.

Bible Reader, if skillfully handled, is nearly the only text-book the child needs. To the thoughtful teacher it suggests material for teaching, by correlation, the following subjects: —

Bible.—The simple Bible stories found in the book of Genesis form for the most part the subject matter. Constant reviews of the Bible story as suggested, the use of frequent direct quotations from the Bible, and the use of the Bible itself after the reading of each lesson, will so familiarize the child with the book of Genesis that he will have it in his mind for life.

Language.—The teacher will find constantly recurring exercises in writing and story-telling. The suggested work may be enlarged upon to any extent. The natural method of teaching language is not the teaching of technical grammar with its lifeless forms. Teach language by using good language, and by encouraging children to express themselves properly after having first given them something good and pure to think about. The subject-matter of the book furnishes this material. Teach language in the concrete, with this material as the basis.

Geography.—In imagination live in the countries with the people about whom you read. With the little children to whom a map is vague and meaningless, locate places on the schoolroom floor, on the sand table, or in the yard. Build the towns and lay out the rivers. Make the deserts and cross them. When this is clear to the minds of the pupils, make a picture of it on paper, hang it on the wall, and you have a map. Locate every place on the map, teach directions, distances, methods of travel, etc., etc. The interest need never lag.

Physiology and Nature Study.—How can we study about God's people without learning how to live ourselves? There is the proper diet of man, the home in the country, the out-of-door life, the gardening, the loose garments, the heelless shoes, the water to drink instead of tea, the custom of early rising, and a hundred kindred subjects that suggest themselves. Only be careful that you are true to these principles yourself. Your children will soon know your attitude.

Physiology should be the central theme in nature study. God's physical laws are as binding as the ten commandments. But in addition to the study of the human body, study flowers and trees, brooks, stars, and all things about.

This is the way we are told to conduct the nature study: "Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitudes drawn from nature."

The importance of physical exercise is emphasized. Teach the children to till the soil and to do the many things suggested by the lives you study.

Your success will be in proportion to the ability you have to teach children to do.

Numbers.—Arithmetic should be taught as it is needed. “ Process teaching” is an incorrect method of teaching. Children will learn how to do when they see the necessity of doing. Some number work is suggested. Much more will naturally be added by the teacher. Use the easy problems in the “ Mental Arithmetic ” for supplementary work.

Spelling.—This subject should always be taught in connection with reading. The pupil should never pass a word until he can both pronounce and spell it correctly. In some Readers the diacritical marks are given. These are usually memorized by the pupil. In this Reader a table of markings is inserted, page 218, to which constant reference may be made. The words of each spelling lesson should be divided into syllables ; and beginning with the more simple sounds, teach the children to mark the vowels and consonants. Be exact in your own pronunciation. Consult the dictionary often. Your pupils will soon learn to do the same.

Writing.—Script is inserted from time to time, that pupils may learn to read this form as readily as the printed characters. Frequent exercises in writing are required, and the teacher should demand the best effort of each pupil in every such exercise.

Drawing.—This is but another method of expression. Children will learn to draw as readily as they learn to write. Encourage drawing. Make simple outlines ; avoid details. Teach children, to see the essentials and then to reproduce them. Take the children on observation tours, and when they write the results allow them to make their own illustration.

The illustrations are few and simple. Learn to depend, not so much on pictures, as on natural objects which the children should study and learn to draw.