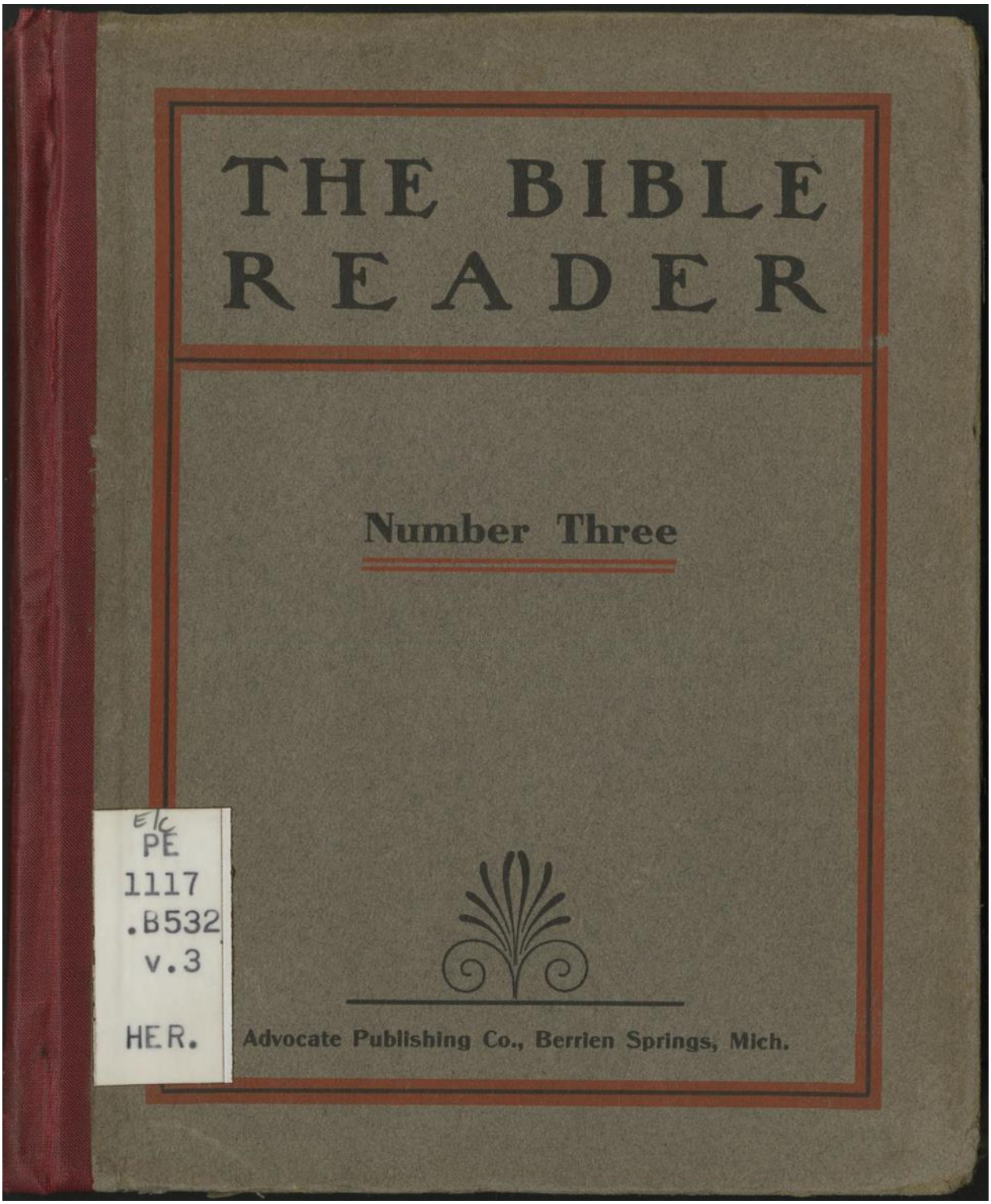
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By Edward A. Sutherland.




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**Bible Readers – Number 3**
**True Education Method**
**Introduction and Suggestions to Parents – Teachers – Tutors**

The life history of many a great and good man traces the molding influence in his early life to a knowledge of the Scriptures. “Let the youth of to-day become the recipients and the channels of its life-giving energy, and what streams of blessing would flow forth to the world!”

Of making many books—and readers especially, it would seem—it is true there is no end, and yet in the face of the multitude of reader series on the market, the authors feel justified in adding to the Christian Education Series this, the third book, because of the simple fact that with all their reading, our children are greatly lacking in a knowledge of that Word which to know is life eternal.

Simple Bible stories from the Old Testament form the basis of the subject-matter of this reader. Correlated with these stories, each of which contains within itself a soul-reaching truth, are nature studies, touches of history, and geographical references; and in the “studies” are ample suggestions for a large amount of both seat and class work, in drawing, language, spelling, and the related subjects.

Much of the subject-matter of this reader appears in Bible language, for it is the purpose of the series to create a love for

the Scriptures, not only by interesting the children in Bible characters, but by familiarizing- them with the language of the inspired Word, and by constantly making it essential for the Bible itself to be consulted.

If the fable, the myth, and the story of unreal things will captivate the mind of a child, the Scripture stories will do so in a much greater degree. Let us but place them within reach of children’s hands and in proper form for children’s minds, and watch for results.

Parents, teachers, friends of little children, these books are for the children, that it may some day be said of them as of Timothy, the

great evangelist, “Continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned, and that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation.”

In view of the fact that this series of readers falls within a hitherto almost unentered field in the realm of text-books, this first edition is limited, and is put in temporary form for examination and criticism, that later advantage may be taken of these to make the books all that they should be.

**Suggestions to Parents – Teachers – Tutors**

This little book is primarily a selection and adaptation of Bible stories. Frequent quotations of the Scriptures occur, and often the children are referred to the Bible to find the answers to questions asked in the “Studies.” The book is intended not only to interest, but to inculcate a love of the Word of God, and to establish the habit of studying that Word.

**The Bible.-**—Nowhere in the realm of literature can the teacher find more interesting matter for children than that afforded by Bible biographies. The lessons follow, chronologically, the history of the Jewish nation, giving the history in biographical form. Familiarity with the Bible itself will be the inevitable result, if the suggestions accompanying each lesson are followed. Encourage the teaching of Bible stories. Make a practical application of each lesson. Bible truths are not learned until they are lived.

**Language.—**The practical study of language begun in the second reader of the series, is continued in the third. Conversations on ennobling themes are encouraged; frequent requests are given for compositions on subjects made familiar by previous study. Grammatical terms are introduced from time to time.

**Spelling And Diacritical Markings.—**Special attention is called to the teaching of spelling. The child should know how to spell every word that he reads. The new words appear at the head of each lesson. These should be pronounced by the pupil with the teacher's

help, and then marked to indicate the spelling. No word should be passed until its meaning is clear, and the pupil is able to use it intelligently. Teachers are urged to give attention to drills in spelling after the work already indicated has been accomplished. Teach the children to consult a dictionary, and as their ability increases, to search for the history of words. In many cases, it is the analysis of a word which renders its spelling easy and its meaning clear.

**Geography.**—The study of the habits and customs of the people of the Bible was begun in Bible Reader. It should be continued through the Third Reader. Maps and atlases should become familiar to the pupils. Whenever they study about people, they should be given a description of the country in which those people lived. Interest may be greatly increased by reading to the children items from current history concerning these same countries. Study real things in which the children are interested, rather than geography in the abstract.

**Nature Study.**—The Bible and nature are companion records of divine acts. It is natural to connect the subjects in child-training. As the Bible stories are studied, let teacher and pupils find illustrations of the lessons in nature, and let the children be encouraged to keep open eyes for growing things, turning to the Bible for the interpretation of the lessons which nature teaches. Many nature lessons are suggested in the lessons of the third reader. The thoughtful teacher will find many others. But the most practical nature-study will take the form of a school garden. A portion of each day should be devoted by teacher and pupils to soil cultivation, or to a study of plants and animals. The work in the garden can be made the basis of much study which will harmonize with the lessons of the Bible Reader.

**Writing and Drawing.—**Let every written exercise be a lesson in language and writing. Neatness, accuracy, proper punctuation, and capitalization, should be required. It is not how much is done, but how well it is done, that tells in character-building. Encourage the children to illustrate the stories they read. But few illustrations appear in this book. These few are simple, and should encourage drawing on the part of pupils. Children may collect pictures, and they should also be taught to make simple drawings of things they see.

**Reading.**—We are in need of good readers, especially of good readers of the Bible and hymns. The foundation for such should be laid while the children are passing throu