

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. VI

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No. 4

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SCHOOL OF OPPORTUNITY EMMANUEL MISSIONARY COLLEGE

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From Our Mail Bag

IN regard to the magazine CHRISTIAN EDUCATION, I think we shall be able to do more along this line this year than last. I am bringing the subject up *before the school as well as before the teacher*, and they have responded well so far. I feel that this magazine is one that ought to be in the home of all our parents. I assure you that you will have my cooperation in trying to bring this matter before the people.

ALMA L. DuBois, *Supt. S. Dak.*

I have received your letter in regard to placing CHRISTIAN EDUCATION in the homes of all our Adventist people. I shall take the matter up with the teachers at once, and shall endeavor to have them push the work as far as possible in their different localities. I shall also try the plan of having the *young people's societies take it up* where there are no schools, and will do what I can with the *isolated members myself*. I am sure that all should be instructed in regard to the different lines of our educational work, whether they have any children to attend school or not.

IDA M. SALTON, *Supt. Upper Columbia.*

All our teachers are regular subscribers to the journal; but with its Home department and with its many other features which prove *helpful to fathers and mothers* in the work of child training, the journal should find a place in every Seventh-day Adventist home. I feel that our people everywhere should rally to the support of this splendid magazine.

C. A. RUSSELL, *Sec. Lake Union.*

I certainly think CHRISTIAN EDUCATION the best help that has ever been published for mothers, to *help them in their little school at home*. I have always had a home school, and I have appreciated so much the help that I have received from this journal.

MRS. J. A. LELAND, *Supt. S. Tex.*

CHRISTIAN EDUCATION is splendid this year. We plan to do more for the paper. Only a few moments ago, as I was reading the page "Selling Our Journal," a plan came to me. After a trial I will explain it.

EDITH SHEPARD, *Supt. N. Ill.*

That is an interesting news column you have started in the back of CHRISTIAN EDUCATION, and I think it ought to be supported.

O. J. GRAF, *Pres. E. M. College.*

I am a subscriber to CHRISTIAN EDUCATION, have been ever since it started, and expect to continue. I was very glad to send in a club of five last month, and will use the extra copies you sent me to get some more subscriptions. The October number was fine. The journal is growing better all the time.

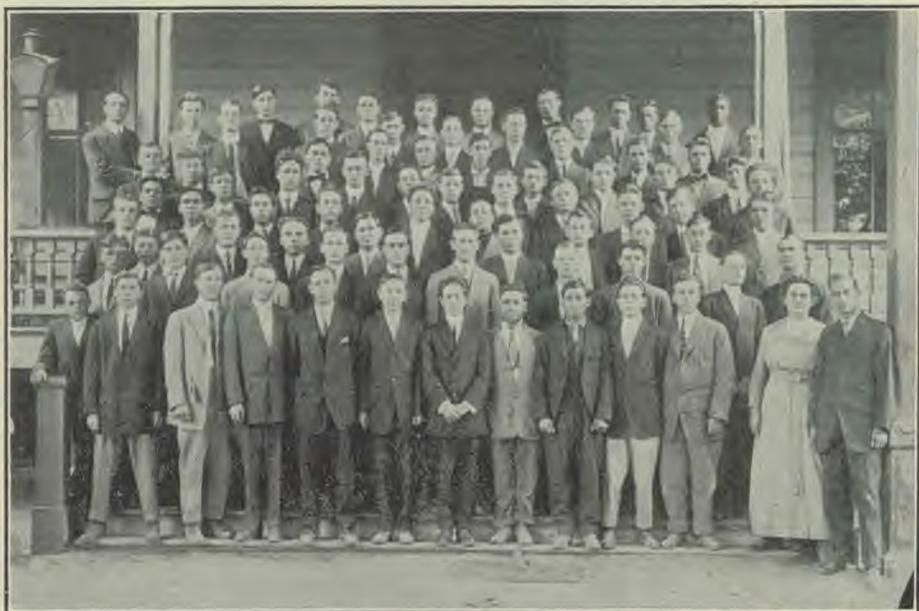
MYRTA M. KELLOGG, *Norm. Dir. E. M. College.*

I have written to all our church-school teachers urging them to do all they can to solicit subscriptions for the journal. I have already heard from several of the teachers who are taking advantage of the plan to secure *a globe and a map* for their schools. I hope that we shall be able to send you a good long list of new subscribers in the near future.

D. D. REES, *Supt. W. Wash.*



Part of the ladies at the front of their new dormitory. At the right, Mrs. Miller, acting preceptress. Top row, Mrs. Robbins, matron. At the left, Mrs. Irwin. This dormitory stands on a mountain slope, south of the college.



Part of the gentlemen at the front of their dormitory, formerly a summer resort hotel, with two-story verandas on three sides. At the right, Preceptor and Mrs. Robison. This dormitory stands north of the main college building.

Home Family at Pacific Union College, 1913-14

CHRISTIAN EDUCATION

Vol. VI

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No. 4

Educate in the Home Life

BY MRS. E. G. WHITE

THE education which the young men and women who attend our colleges should receive in the home life is deserving of special attention. It is of great importance in the work of character building that students who attend our colleges be taught to take up the work that is appointed them, throwing off all inclination to sloth. They need to become familiar with the duties of daily life. They should be taught to do their domestic duties thoroughly and well, with as little noise and confusion as possible. Everything should be done decently and in order. The kitchen and all other parts of the building should be kept sweet and clean.

Not Books Alone

Books should be laid aside till their proper season, and no more study should be taken than can be attended to without neglecting the household duties. The study of books is not to engross the mind to the neglect of home duties upon which the comfort of the family depends.

Form Right Habits

In the performance of these duties, careless, neglectful, disorderly habits should be overcome; for unless corrected, these habits will be carried into every phase of life, and the life will be spoiled for usefulness, spoiled for true mission-

ary work. Unless corrected with perseverance and resolution, they will overcome the student for time and for eternity. The young should be encouraged to form correct habits in dress, that their appearance may be neat and attractive; they should be taught to keep their garments clean and neatly mended. All their habits should be such as to make them a help and a comfort to others.

Be Clean and Orderly

Special directions were given to the armies of the children of Israel, that in and around their tents everything should be clean and orderly, lest the angel of God should pass through their encampment and see their uncleanness. Would the Lord be particular to notice these things? — He would; for the fact is stated, lest in viewing their uncleanness he could not go forth with their armies to battle against their enemies. In like manner all our actions are noticed by God. That God who was so particular that the children of Israel should grow up with habits of cleanliness, will not sanction any impurity in the home today.

Learn Spiritual Lessons

God has given to parents and teachers the work of educating the children and youth in these lines, and from every act of their lives

they may be taught spiritual lessons. While training them in habits of physical cleanliness, we should teach them that God desires them to be clean in heart as well as in body. While sweeping a room, they may learn how the Lord purifies the heart. They would not close the doors and windows and leave in the room some purifying substance, but would open the doors and throw wide the windows, and with diligent effort expel all the dust. So the windows of impulse and feeling must be opened toward heaven, and the dust of selfishness and earthliness must be expelled. The grace of God must sweep through the chambers of the mind, and every element of the nature must be purified and vitalized by the Spirit of God. Disorder and untidiness in daily duties will lead to forgetfulness of God, and to keeping the form of godliness in a profession of faith, having lost the reality. We are to watch and pray, else we shall grasp the shadow and lose the substance.

Threads of Gold

A living faith like threads of gold should run through the daily experience in the performance of little duties. Then students will be led to understand the pure principles which God designs shall prompt every act of their lives. Then all the daily work will be of such a character as to promote Christian growth. Then the vital principles of faith, trust, and love for Jesus will penetrate into the most minute details of daily life. There will be a looking unto Jesus,

and love for him will be the continual motive, giving vital force to every duty that is undertaken. There will be a striving after righteousness, a hope that "maketh not ashamed." Whatever is done will be done to the glory of God.

Angel Inspectors

To each student in the home I would say, Be true to home duties. Be faithful in the discharge of little responsibilities. Be a real, living Christian in the home. Let Christian principles rule your heart and control your conduct. Heed every suggestion made by the teacher, but do not make it a necessity always to be told what to do. Discern for yourself. Notice for yourself if all things in your own room are spotless and in order, that nothing there may be an offense to God, but that when holy angels shall pass through your room, they may be led to linger, because attracted by the prevailing order and cleanliness. In doing your duties promptly, neatly, faithfully, you are missionaries. You are bearing witness for Christ. You are showing that the religion of Christ does not, in principle or in practice, make you untidy, coarse, disrespectful to your teachers, giving little heed to their counsel and instruction. Bible religion, practiced, will make you kind, thoughtful, faithful. You will not neglect the little things that should be done.

Adopt as your motto the words of Christ, "He that is faithful in that which is least is faithful also in much."

Worship in the Home at Emmanuel Missionary College

BY ALMA J. GRAF, PRECEPTRESS

FOR several years I have felt that our schools should provide a period in the morning when students could observe the morning watch. There have always been obstacles in the way which seemed immovable, but the latter part of last year the young women in the school home opened the program of the day with prayer and Bible study. We all met in the assembly room at 6:30 for announcements, singing, and prayer, and some devotional exercise. About ten minutes was allotted to these necessary preliminaries. The members of the first division would then go to their rooms for prayer, while the second division remained in the assembly room to study the Morning Watch. When the second division was excused for prayer, the first returned for Bible study. We conducted morning worship on Sabbath and Sunday mornings. It was the general opinion that this silent period each morning was a constant spiritual uplift to the school home family.

Teachers are constantly reminded that the life of the faithful students has very few leisure hours; so from the experience of the past six years we have found the following plans for evening worship to bear the best results: Two worship periods a week are devoted to studying the books outlined by the Missionary Volunteer Department for our young people to read. These are the two evenings when the more timid and

younger students can assist. Sometimes they simply read a chapter or two; at other times several are assigned definite chapters to read and study, and then to give a report. A few of the chapters have required more experienced students or the one in charge to make them both instructive and interesting. Many students have told me that they have been ashamed to admit to the young people in their home churches that they had been too busy at college to read the books outlined in the Reading Course.

One evening each week the home students meet in prayer bands. We plan to have no more than seven members in each band. We choose for leaders the strongest students we have. They thus often become the most efficient help one could find. One-half hour before vesper services on Friday evening, the leaders of these bands meet with the one in charge, for prayer and counsel.

The remaining evenings we meet together for general instruction. This is one of the best opportunities to mold character and elevate ideals, and thus prevent much unnecessary discipline. There are so many things these young people ought and want to know, and we are duty bound to give them our best. This means earnest prayer and much study. There is a wealth of information in the Word, the spirit of prophecy, and helpful books.

The Industrial Method in Burma

(Concluded from last month)

BY R. B. THURBER, PRINCIPAL MEIKTILA INDUSTRIAL SCHOOL

THROUGH the valiant and persevering efforts of our workers and lay members, almost three thousand dollars was solicited from people interested in the industrial school idea. The Mission Board granted an equal amount. In the course of building up the institution we have expended this in buying and improving twenty-five acres of land; erecting and equipping school, dormitory, and workshop buildings; and providing two teachers' houses. It would have been possible to get a free grant of land from the government, also half our building and running expense, but on condition that we follow the curriculum of the government schools. Their rules and methods are so absolutely antagonistic to our plan of Christian industrial schools that we felt we should be free to move out on new lines. We endeavor to follow the code as far as possible, and do not draw students from their schools. Since we started, the department of education has started a number of technical schools; but they are not popular, and it is almost necessary to pay the boys to attend.

While we are in Burma for the Burmans, yet it has been our policy to make the school quite polyglot in nature, for the intermingling of peoples to a degree is found to be a help to all. Burmese, Tamils, Chinese, Karens, Anglo-Indians,— each can get something from the others. Burmese good nature, Tamil intelligence, Chinese

industry, Karen goodness, and Anglo-Indian manners,— all these become contagious.

Common school lessons are taught each day from 8 A. M. to 3 P. M. The two hours from six to eight in the morning are given to unskilled labor about the grounds and buildings. Trade classes are conducted from three to five o'clock in the afternoon. We do not compel boys to work, as the Burmans are not yet ready for that. At best, we can persuade about half the boys to work. The tuition charges are from sixteen cents to one dollar a month, according to the grade; and the boarding fee is \$2.25 for the same period. Boys who work two hours in the morning thereby lower the cost of food and lodging to one dollar a month. We pay two cents an hour, or less, for unskilled labor. This is a man's wage for the same class of work, and is fair, considering what is accomplished in the hour, and the cost of living. Some boys are being helped by scholarships provided by friends in America.

Attendant circumstances and the demands of the people seem to have compelled us to pass by the A B C of industrial training,— agriculture (although we are doing some cultivating),— and to give attention to the W, C, and L — wood, cane, and leather working. Chinese and natives of India teach these trades, for the Burmans do not know them. The Burmans, however, have considerable skill in

weaving, carving, and working in precious metals. We require no tuition for trades; and after a boy has worked long and well enough to pay for the materials he has wasted, he is paid a small wage by the piece. This is our plan now.

When I say teachers of trades, I mean men who know how to do the work and go ahead. They do not know, nor can they be impressed with, the simplest pedagogical principles and methods.

we make. By advertising a little, and by maintaining an agency in Rangoon, a market is found for all our products.

Much attention has been paid to the leather work, perhaps because it pays best. It alone of the trades is self-supporting. The shop is equipped with sewing, punching, eyeleting, and hook machines. Because a Burman's chief delight is to turn a lever and let a machine do the work, and because he can-



MEIKTILA INDUSTRIAL SCHOOL, BURMA. PRINCIPAL THURBER IN THE DOORWAY

The boys watch, and learn what they can by seeing the work done. The real burden of "causing to know" rests upon the missionary always. We are trying to lead away from this drawback by training Burmese boys to teach.

The carpentry class has spent much time on the buildings and equipment, although we have executed several large contracts for furniture, and have always on sale chairs, tables, and other articles. At first we tried to introduce the Western tools and methods in carpentry, but found it impracticable. The carpenter would not change, and the boys followed him.

In the cane department we have specialized on chairs and baskets, and have had a ready sale for all

not afford machines when he works for himself, we depend almost altogether on handwork. With first-class material, and up-to-date shapes in lasts, we are doing a good business in repairs and made-to-order shoes. A boy's first real work is to make a pair of sandals. The boys are quick to learn, and if they can be kept at it, great possibilities are before them.

But to what does all this conduce? Have we much business and little gospel? The ultimate catch is men, and the industrial method is an excellent net. Scores have slipped through, but they were the little ones. Twelve have taken a stand with us for the Christian life, some of them as good as the best that can be found in any race.

Denominational Stenography

BY WM. E. ROBBINS, INSTRUCTOR IN SHORTHAND AND TYPEWRITING, PACIFIC UNION COLLEGE

BEFORE writing specifically about shorthand and typewriting, a few general facts concerning stenographers employed in the Pacific Union Conference may be of interest not only to those preparing for stenographic work but also to those engaged in teaching these commercial subjects.

In order to obtain statistics, typewritten information blanks were sent during the summer to stenographers employed by our sanitariums, conference offices, and publishing house.

Fifteen blanks were returned, and in answer to the question, "What system of shorthand do you write?" six stated that they use the Graham system of shorthand; five, the Pitman system (including Pitman-Howard and Isaac Pitman); two, the Chartier system; one, the Munson system; and one, the Gregg system.

When asked what make of typewriter is preferred and used in their office work, thirteen named the Underwood, and two the L. C. Smith and Brothers machine.

In answering the next question, "Where did you receive your training in shorthand and typewriting?" five replied that they had attended business colleges; two, Keene Academy; one, Union College; one, Emmanuel Missionary College; one, South Lancaster Academy; one, Mount Vernon College; one, Fernando Academy; one, Pacific Union College (Healdsburg); one, Walla Walla College;

and one had received instruction by private lessons.

The next question had reference to the number of grades of school work which had been completed by the stenographer. The blanks showed that six had completed twelve grades of school work; three, nine grades; one, ten grades; one, eleven grades; one, thirteen grades; one, fourteen grades; and one, fifteen grades.

It is interesting, also, to note that eight of those who replied stated that they use a pencil when writing shorthand, while six use a steel pen, and one, a fountain pen.

The following shows how long the stenographers have been writing shorthand: four, six years; two, seven years; two, three years; two, two years; two, one and one-half years; one, four years; one, five years; and one, eight years.

The blanks revealed the fact that ten work eight hours a day; one, ten hours; one, nine hours; and three work from eight to ten hours, and sometimes more, according to the urgency of the work; and during their work hours six give all their time to shorthand and typewriting, while nine have other work, as well.

Replying to the last question, twelve stated that they had attended one or more of our denominational schools, while three had never taken studies in any of our schools.

EDITORIALS

The Home Life in Education

THE home life in our schools is of primary importance to our young people. It is in association with one another and with earnest, consecrated teachers in the home that higher ideals are placed before the students, and habits are formed which go very far in determining the success of the students in afterlife. Young people need to learn to follow regular habits—rising at an appointed time, and having a definite program laid out from the time they rise in the morning until they retire at night. This begets in them the habit of being punctual and of following a systematic program in doing their work. We have observed young people in the mission field who have not had the advantage of home life, and found them very irregular in their habits—in sleeping, in working, in exercise, and at their meals.

In school work, the home is a very fair thermometer of the spiritual atmosphere of the entire school. When the homes are running smoothly, the students conforming to the program with good spirit, attending morning and evening worship, being regular at their meals and at their work, and observing the silent hour in the right manner, a spirit of obedience and earnest effort permeates the entire school and helps to bring the work of the whole institution up to a higher plane. Earnest, tactful, consecrated teachers in the home are of first importance

in the conduct of school work.

It is especially important that students make better use of their time. Much time is wasted by young people, which, if rightly improved, would greatly add to their usefulness in life. There is very much value in the habits they form at school of having their time always occupied in doing something that will improve them or help some one else.

The unique system of home life which has been carried on in connection with our schools during the last twenty-five or thirty years, has had a very strong influence in raising the standard of attainment of men and women connected with our work in all parts of the world. Many young people have come to our schools from homes where they have been poorly trained, but while in the school home a new vision has come to them, and they have developed into men and women of far stronger character than would otherwise have been possible. We know of boys who came to our schools wild and reckless, with scarcely any ambition except to accomplish some selfish aim, yet who, through the influence of the home life and the spiritual atmosphere of the school, were led to give their hearts to God, and have developed into consecrated workers in his cause. It is very certain that there are men and women in all parts of the world representing the cause of God

who, if they had not entered our schools and had the benefit of the home life, would today be serving the world. The home system of training as provided in our dormitories is given us of the Lord that our young people may reach the standard which God has set for them in finishing his work.

S.

Daily Program in the School Home

NOTHING contributes more to the smooth running of daily life in the boarding school than the right kind of daily program in the home. As in the private home, this program must adapt itself reasonably to the business of those who spend most of the day outside the home. In the school, this business is in the schoolroom and in the shop or on the farm.

For those who spend as much time in mental effort as do students, the proper regulation of the home life is especially important. This is true not only for the purpose of securing to them the highest working efficiency during school life, but for the far-reaching influence it may have in educating them to right ideals for the future, as related both to the frequent contact with the homes of the people that missionary work implies, and to the happiness of homes which students may establish for themselves in due time. Among the essentials to physical and mental vigor are good sleep and well-regulated meal hours.

Good Sleep

Under the pressure of study and economy incident to student life, there is constant temptation to rob

nature of adequate rest in sleep. Individuals vary considerably in the amount required. We recall two young men in our college days, one of whom never cared for more than six hours, while the other saved time the rest of the day by sleeping nine. It is partly, too, a matter of habit. The best we can do in community life is to strike the average, and secure to our young people the generally accepted standard of eight hours.

In eight of our leading schools, according to the program printed in their calendars (three colleges and a number of academies print no program, although we wish they did), this amount is provided for, either from 9:30 P. M. to 5:30 A. M. or from 10 to 6. To secure practical results, the building should be absolutely quiet during this period, and permissions to "sit up" late should be rare. Rising before the signal should be conditioned on absolute quiet, and on not losing necessary rest. It is not the number of hours occupied in study so much as the quality of the study that counts.

Meal Hours

In the same eight schools — two colleges and six older academies — the breakfast time varies from 6:15 at Keene Academy to 7 at E. M. College, the other six ranging between these. The dinner hour varies from 1 to 1:35. Evening luncheon varies from 5:15 to 6. Here, we believe, is a serious fault in the arrangement of meal hours. The average dinner time is 1:15. The average closing time for this meal would be little, if any, short of 2. This leaves three

and one-fourth to four hours before evening luncheon begins. Considering the fact that dinner is made the heartiest meal of the day, following a period of about six hours from breakfast, the time of evening luncheon appears too early—a violation of physiological law.

The best remedy we have ever seen worked out is to have the study period begin at 5 or 5:30, following the physical exercise of the afternoon, then have the luncheon hour about 6:45, followed by evening prayers and silent hours, and another study period of about two hours. This assures the student at least three hours for study, with only a brief but pleasant interruption for refreshments and worship, and overcomes the physiological difficulty of crowding luncheon so close to the hearty meal of the day. Any students who have to work extra time afternoons, could omit the first study period and report at luncheon and prayers, without missing either.

It is only proper to say in this connection that the lateness of the breakfast hour at E. M. College is owing to a morning study period before worship, which period we heartily approve, and which was another feature of the suggested program above that we have seen worked out. On Sunday morning this can be made a reading hour, to encourage students in systematic reading not necessarily connected directly with their studies. By such a plan we have seen students accomplish the reading of several books in a school year, for their general intelligence, without feeling the loss of the time.

They were encouraged to consult their teachers on what to read. The morning and afternoon study periods avoid the appearance of requiring students to attend worship, for they are already on hand.

We do not think it the best plan, as a rule, to conduct morning or evening worship around the dining room tables. There is a fitness and a sanctity that seem violated by this course. We once heard a devoted teacher say he never felt like getting down on his knees to pray without his coat on, even if he were out working in the field alone.

Ministerial Reading Course

WE should like to see the Bible teachers in our advanced schools encourage the ministerial band and members of their pastoral training classes to pursue the Ministerial Reading Course now conducted for the denomination by the General Conference Department of Education. This course is being read by about 700 of our ministers and other gospel workers in all parts of the world. The following of the same course by students who are looking forward to public gospel labor, would serve the good end of their becoming familiar with the contents of books selected by our leaders in the ministry, and at the same time keeping in touch with what our workers throughout the field are reading and thinking about in order to improve their efficiency. It would be an additional thread to bind the school and the field together. The department of The Ministry, to accompany this course, begins on the next page in this issue, and will appear in each number hereafter.

THE MINISTRY

A New Sumerian Tablet

THE tablet represented on the opposite page was excavated by the fourth expedition of the University of Pennsylvania to Nippur, in 1898, but was not read till the past summer. It contains about 240 finely written lines. A translation has been made by Prof. Stephen Langdon of Jesus College, Oxford, who holds the Shillito chair of Assyriology in that institution, but it has not yet been published. In a letter to Dr. Gordon, director of the museum at the University of Pennsylvania, Professor Langdon says:—

Your tablet contains a Sumerian version of Paradise, the flood, and the fall of man. The section on the fall of man defines this fall as the loss of extreme longevity by eating of the cassia, or tree of life. The tablet simply says that "he took and ate." There is no account of a temptation either by a woman or a serpent.

The account begins, as noted by Professor Langdon in the *Museum Journal*, by describing the land of primeval bliss, where Enki, the water god and lord of all wisdom, ruled over mankind. After a long time Enki became dissatisfied with man because he did not render the gods the homage due them. Enki therefore sent a flood, and "frail men dissolved like tallow in deluge." But the king of the land and certain pious ones were summoned to embark on a ship, and were saved from the flood. After the deluge, this king, called Tag-

tug, lived in a garden, was himself a gardener, received wisdom from Enki, planted a garden, named the trees and plants, and was permitted to eat of all but the cassia tree, which in all Sumerian documents and in Semitic and Greek medicine, is the herb of healing *par excellence*.

"Of this plant," Professor Langdon continues, "Tagtug was not to eat, for thereby he would obtain eternal life. Mankind until this time possessed extreme longevity, but not immortality. Tagtug, however, on his own initiative takes and eats. He is cursed by Nintud, and becomes a prey to disease and ordinary mortality. . . . After the loss of eternal bliss, the state of man evidently became painful and troubled. Therefore the gods sent him eight divine patrons to heal disease, to care for the fields, and to preside over the various arts."

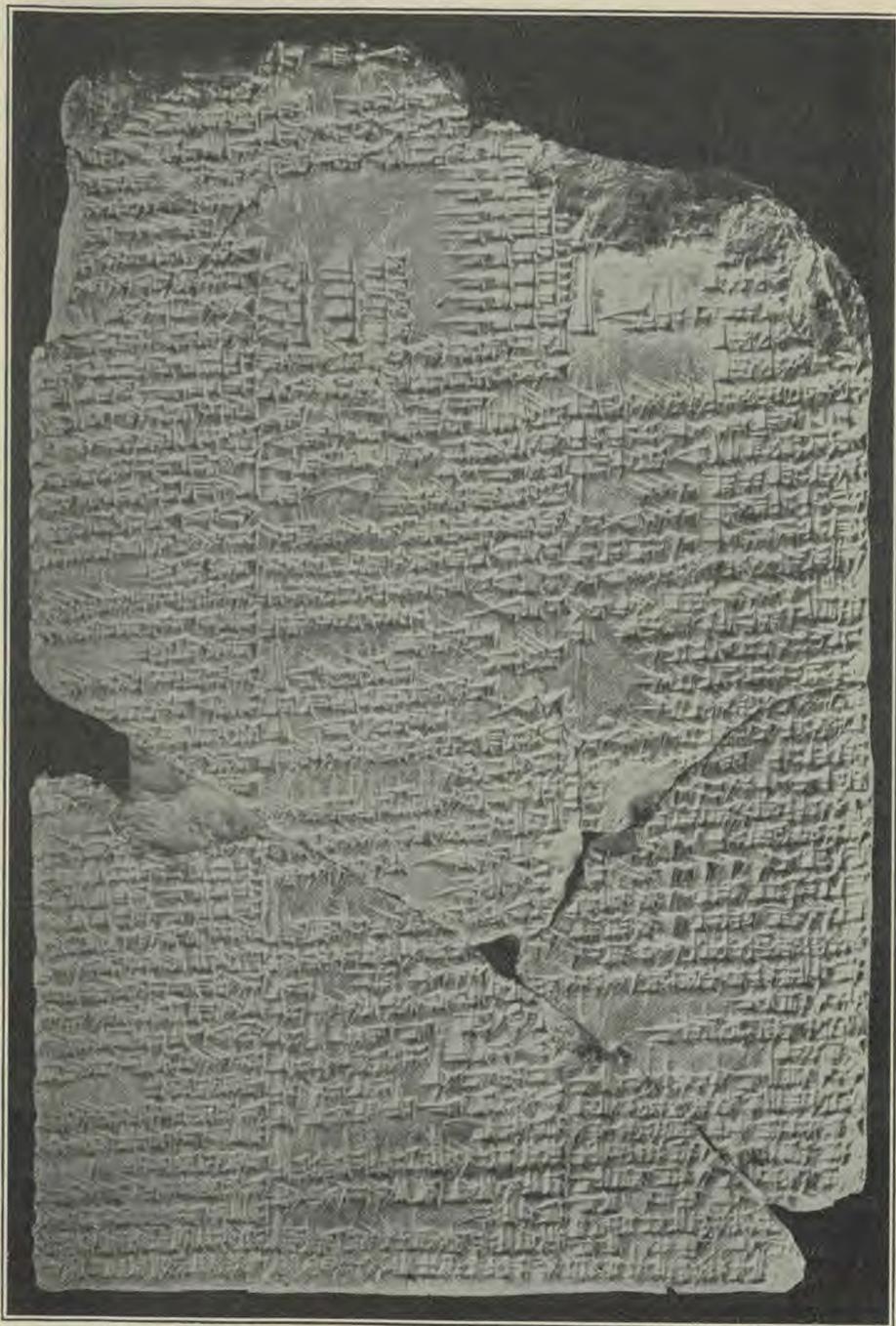
Ministerial Reading Course

Notes for the Reader

(Contributed by Prof. M. E. Kern)

The Fall of Babylon

THE story of the fall of Babylon, based on the inscriptions of Nabonidus and Cyrus is very different from that which has usually been given, based on Herodotus. Note, however, that there is not necessarily any conflict between this story and the Bible. Nothing is said in the inscriptions about Belshazzar's feast. The inscription of Nabonidus as given by Dr. Melvin G. Kyle, Prof. H. T. Clay, and others, mentions the death of the king's son. Where Professor Price translates "the king's wife died" (page 226) they give "And the son of the king



Courtesy Museum Journal

TABLET EXCAVATED AT NIPPUR, NEAR OLD BABYLON, IN 1898, AND RECENTLY TRANSLATED. THIS TABLET IS NOW IN THE MUSEUM OF THE UNIVERSITY OF PENNSYLVANIA, DR. GORDON, DIRECTOR. IT GIVES AN ACCOUNT OF PARADISE, THE FLOOD, AND THE FALL OF MAN

(109)

was killed." Dr. Kyle, in "The Deciding Voice of the Monuments," page 289, says, "The chronicler is interested in the great affairs of the army of Cyrus and the political changes in the land, and so describes many things of which Daniel makes no mention. The sacred historian, on the other hand, from his characteristic viewpoint of God's providence, makes most out of that later portion of the military operations when 'in Marchesvan, by night, on the eleventh, Gobryas in . . . and the son of the king was killed.' The archaeological evidence supplements the Bible account very much, but presents nothing contradictory to it, and makes nothing in it improbable."

In regard to the turning of the waters of the river Euphrates from its channel, mentioned by Price on page 229, Professor Sayce in his book "The Ancient Empires of the East" (page 145) says, "The death of Kambyzes inspired the Babylonians with the hope of recovering their independence. In B. C. 521 they revolted under Nadintu-Bel, the son of Aniru, who called himself Nebuchadrezzar, the son of Nabonidos. A portrait of him in the Greek style, and with a Greek helmet, is carved on a cameo in the Berlin Museum. But Darius overthrew the pretender in two battles at Zanzan, and pursued him into Babylon, which he closely besieged (November B. C. 521). The siege lasted nearly two years, but the Persians finally captured the city by diverting the Euphrates from its channel, and, after passing by night along the river-bed, entering it through an unguarded gate. It is this siege and capture which Herodotus transfers to the age of Kyros [Cyrus]. Once more, in B. C. 515, a new impostor arose, Arakhu, the son of the Armenian Khaldita. He, too, claimed to be Nebuchadrezzar II, and he, too, was taken and executed in Babylon after a short siege."

The River Chebar

On page 218 Professor Price refers to the identification of this river. In the excavations at Nippur (the Biblical Calneh) the archives of a certain real estate firm, Murashû Sons, was unearthed, and it was among these contract tablets and business documents that Professor Hilprecht found the references to *nâr Kabari* which he believes to be the river Chebar of Ezekiel. This he identifies with the present Shatt-en-Nil of the Arabs, which is the dry bed of a great canal running through the ruins of Nip-

pur. Of this Professor Hilprecht says:—

"The river Chebar in the land of the Chaldeans was the greatest canal of Babylonia proper, 'the great canal' *par excellence*, which branched off from the Euphrates somewhere above Babylon and ran through almost the whole interior of the country from north to south. It was the great artery which brought life and fertility to the otherwise barren alluvial plain inclosed by the Euphrates and the Tigris, and turned the whole interior into one luxuriant garden. The *nâr Kabari* had the same significance for Nippur, the most ancient and renowned city of the country, as the Euphrates for Sippara and Babylon, or the Nile for Egypt."—"*Explorations in Bible Lands*," page 413.

He further says that the archives of Murashû Sons prove that many Jewish exiles actually must have been settled in the districts around Nippur. And further: "The remarkably large number of Hebrew bowls found everywhere in the smaller mounds within a radius of five to ten miles to the east and north of Nuffar [Nippur] testify to a great Jewish settlement in these regions as late as the seventh century of our own era." He identifies the Tel-a-bib of Ezekiel 3:15 with the extensive sand hill, or til-abûb, which lies a mile or more to the east of the ancient bed of the Shatt-en-Nil. Professor Hilprecht expresses a feeling of awe, as he reflected that here Ezekiel himself, among the Jewish captives in the very shadow of Babylonia's national sanctuary, admonished and comforted the scattered inhabitants of Judah's depopulated cities, and saw his famous visions of the cherubim.

Darius the Mede

On the identification of Darius the Mede of Dan. 5:31, referred to on page 245, Dr. Kyle says:—

"Darius the Mede is still a mysterious person, but not as mysterious as he was; nor was he ever quite as mysterious as he is sometimes represented to be. 'Xenophon says that a Mede succeeded to the throne of Babylon. He gives him the name Cyaxeres.' Æschylus in his *Persæ* mentions a Mede as the first leader, followed by Cyrus. There occurs in the schollast upon Aristophanes this statement, 'The Daric (i. e., the coin) is not named from Darius (Hystaspes) the father of Xerxes, but from another preceding king.'

(Continued on page 111)

OUR ACADEMIES

Credits for Outside Work

THE plan of giving school credit for home or other outside work, which has met with much favor in various parts of the country, is not confined to elementary schools or to rural communities. It is being taken up in high schools, and in the city as well. The high school at St. Cloud, Minn., requires sixteen credits for graduation, at least fifteen of which shall be for regular school work, and one of which may be for definite work outside the school proper. According to the United States Bureau of Education, this school gives credits such as the following: —

For Outside Work

Regular weekly piano, violin, cornet, pipe organ, or voice lessons, under an accredited instructor, $\frac{1}{4}$ unit per year for not to exceed four years.

Literary society work or rhetorical, debate, public speaking, or expressive reading, $\frac{1}{4}$ unit per year.

Work in any of the local trades, shops, factories, or industries, $\frac{1}{4}$ unit for each summer vacation.

Clerking in store, bank, bindery, publishing house, or office, $\frac{1}{4}$ unit for three months.

Steady work on a farm, followed by a satisfactory essay on some agricultural subject, $\frac{1}{4}$ unit for three months.

Horticulture, gardening, poultry raising, or bee culture, with essay, $\frac{1}{4}$ unit for one season.

Raising one fourth of an acre of onions, tomatoes, strawberries, or celery, one acre of potatoes, two acres of pop corn, five acres of corn or alfalfa, $\frac{1}{4}$ unit.

Selecting, drying, and testing seed corn, $\frac{1}{4}$ unit.

Faithful definite work in the home, with well-written essay on suitable topic, $\frac{1}{4}$ unit for three months. (See list below.)

China painting, oil painting, crayon, burnt wood, art needle or other handicraft or home decoration work, with exhibit, $\frac{1}{4}$ unit.

Three months' employment in a dress-making establishment, $\frac{1}{4}$ unit.

Three months' employment as nurse, $\frac{1}{4}$ unit.

Three months' summer vacation travel, with written description, $\frac{1}{4}$ unit.

For Home Tasks

($\frac{1}{8}$ of one credit each)

1. Shingling or painting the house or barn.

2. Making a canoe or boat.

3. Swimming 300 feet at one continuous performance.

4. Installing three or more electrical conveniences in your mother's home.

5. Taking sole care of an automobile for one season.

6. Preparing alone one meal daily for three months.

7. Baking the bread for three months.

8. Cooking meat and eggs three ways and making three kinds of cake. Exhibit.

9. Making the beds daily for three months.

10. Doing the laundry work weekly for three months.

11. Making a waist, dress, nightgown, or other wearing apparel, or articles for the home.

12. Making a hat or cap.

13. Keeping a flower garden, with ten choice varieties of flowers.

14. Recognizing and describing twenty different native birds, trees, and flowers.

15. Sleeping for one year in the open air or with open window.

16. Keeping a systematic savings bank account for one year, with regular monthly deposits.

In order that such work may secure school credit, it must be acceptably done, and properly certified by parent, guardian, or employer. If entered upon with discretion, such a plan should be fruitful of much good.

Ministerial Reading Course

(Continued from page 110)

"That Cyrus would have subordinate rulers in the provinces is a certainty. Prof. R. D. Wilson has shown that there are five Assyrio-Babylonian words

meaning in Aramaic 'king.' Three of these denote subordinate rulers. Any of these words might be rendered into Hebrew by 'king.' Further he has shown, what is apparent even in the English Bible, that 'king' sometimes means little more than mayor of a city.

"Finally, a general of Cyrus' army, Gobryas, whose name is Median, plainly appears in command at Babylon at the time the Persians began their rule; he 'took the kingdom.' Considering that it was common, as it is still common for Eastern monarchs as well as Western monarchs, to have several names, it is not at all impossible that the Cyaxeres of Xenophon, Gobryas of Nabonidus, and 'Darius the Mede' are one and the same person. He would be a hardy critic, indeed, who would dare to say that 'Darius the Mede' is impossible."—*The Deciding Voice of the Monuments in Biblical Criticism,* pages 289, 290.

Manumental Training—No. 3

W. B. TAYLOR, LODI ACADEMY

Second Year in Woodwork

"JESUS learned the carpenter's trade, and worked with his own hands in the little shop at Nazareth. . . . He was not willing to be defective in the handling of tools. He was perfect as a workman as he was perfect in character. By precept and example Christ has dignified useful labor."—*Special Testimonies on Education,* pages 38, 39.

It is necessary for those taking second-year woodworking to be familiar with the use of tools and the first principles of drawing. Some of the articles manufactured in this class should be made from drawings by the students, and others from drawings or blue prints supplied by the teacher.

If the first model is one requiring a fair amount of skill to produce, those who are not far enough advanced to take the class will see their deficiency and enter the class

in elementary work; they will realize that there is no "royal road" to cabinetmaking.

The class should be well balanced if the instructor desires to keep all working at the same thing, which can be done if he uses foresight. The great problem confronting manual training teachers is to keep all the boys working on the same model and busy all the time. This very often seems impossible, as some who are speedy will get ahead, while some may make mistakes and get behind. The following plan has been quite successful at Lodi Academy: Boys who are expert with the tools and very rapid workers are given hard wood, while others have soft wood; or the rapid boy is required to add a little fancy touch to his article while waiting for his slower brother, or the teacher helps the ones who are backward, thus encouraging them to catch up with the others. It is well to suggest to those who are behind that they work during spare hours, which, as a rule, they are very eager to do. In these various ways the members of the class can be kept together. It is intensely interesting to see each one putting forth every effort and not wasting a moment for fear he will get behind.

Directions for Work

ENVELOPE HOLDER.—A very good model to test the ability of those who have presented themselves for membership is a six-section envelope or tract holder (No. 1 in the group) drawn full size on the blackboard, with all dimensions given. The student may draw this in his notebook to a scale of one-fourth inch for every inch. After this is done, erase drawing from blackboard, and require student to make the article from his own drawing. The partitions of this are

movable, therefore the sides should be checked to receive them. This work can be done nicely with W. J. & F. Barnes's hand-and-foot-power saw, which should be found in every manual training room of any size where power machines are

and tract rack No. 4, with a diamond-shaped mirror in front, requires some skill to finish properly. Lumber for this should be three-eighths inch thick. Bottom must be checked into sides. Nearly a thousand tracts can be kept in rack No. 1, designed especially for church use. It has twenty-five separate compartments, nine for Bible Students' Library and sixteen for Apples of Gold Library. It is very neat, and will stand on the table or shelf, or hang on the wall. One after



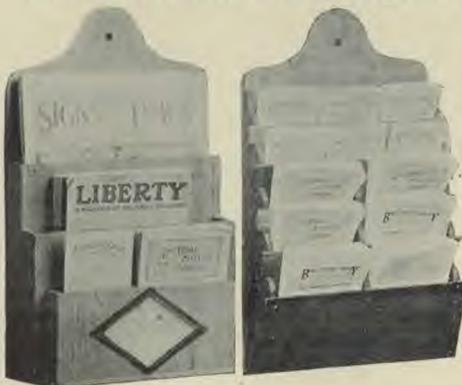
NO. 1

not used. Boys of the second-year class should be allowed to use this for different purposes.

The same firm has several good foot-power jig saws, which expedite matters considerably if used in place of the small hand coping saw. Machines create an interest with the boys.

As we are training young people for service in the Lord's work, it is well to keep the missionary idea before the student continually. This can be done even in the manual training room, by constructing such articles as will be of use in spreading the message.

MAGAZINE AND TRACT RACK.—Magazine



NO. 4

NO. 5



nos. 6, 7, 8

the same order with twelve divisions, intended for office or home use, is known as No. 5. To make these it is necessary to use a circular saw, as the narrow checking in sides to receive fronts is a very delicate operation. The teacher should do this, the work of the student being to assemble the racks.

TOWEL ROLLER.—No. 6 is a towel roller, made from hard wood. The frame and arms are of black walnut (part of an old organ), while the roller was once a broken shovel handle. This should be made in less than eight periods.

BATON.—No. 7 is a baton 11 inches long, 9-16 inch at large end, tapering to 1-4 inch at small end, black walnut being used (part of the same old organ), finished with one coat of wax. Two periods.

HAMMER HANDLES.—Hickory spokes taken from discarded wagon wheels make first-class hammer handles. The one in the picture served as such, but is now ready for service in a different way. Another tool is here introduced, the spoke-shave. Two periods should be ample for completion.

SHAVING CASE.—The principle of door making is the only new exercise introduced in wall cabinet shaving case. The use of dowels should be clearly demonstrated. Great care must be taken to allow the proper space for the mirror.

FOOTSTOOL.—No. 8 is a cane-top footstool with movable legs.

MORRIS CHAIR.—Design for the morris chair was taken from "Mission Furni-



ture; How to Make It," book 1, page 23. It is made from slash-grain Oregon pine. Four boys can work on this nicely; one alone is liable to become discouraged, as it would take him about sixty hours to complete it, while four will do the same work in less than fifty-five. If there are twelve in the class, three chairs may be constructed at the same time.

TABLE LAMP.—The hardest of all, and one that tries the patience of the boys, is the electric table lamp. Solid oak is used throughout. The arms screw to the trunk so that it may be taken apart for shipping. The shade is made from brown cardboard, and is lined with translucent red paper. It is also made so it can be taken apart, being laced at corners with green lacing.

The second-year class is most interesting of all if a live interest is kept up. Always have work planned before class time, that every moment of the period may be given to instruction.

Broom-Making Outfit

A BROTHER who is deeply interested in our schools offers to donate his broom-making outfit and supplies to one of our academies, on condition that the school pay the cost of transportation from New York State. A list of the outfit and supplies is given below. Any who are interested may correspond with the editor of this journal:—

MACHINERY.—1 broom winder with patent buck barrel, 1 faultless press, 1 cylinder scraping machine, 1 broom clipper.

TOOLS.—1 pounder, 1 narrow knife, 1 scraper, 1 bunching needle, 2 broom needles—double point, 1 pair handcuffs.

SUPPLIES.—About 100 pounds good broom corn; 200 broom handles; 50 toy broom handles; 3 pounds tacks and nails; 1 pound staples; 50 brush rods; $\frac{1}{2}$ gross brush staples, rings, and caps; 15 pounds tinned wire; 4 pounds twine; about 3 gross tin broom locks; 10 pounds rattan; 1 pound dye, green crystals.

Academy Notes

BETHEL ACADEMY opened with 45 students, 11 more than on the first day last year. By October 1, the enrollment had increased to 56.

The students of Plainview Academy went out for one day in the Harvest In-gathering work, and brought in \$105, in amounts ranging from 35 cents to \$42 each.

The Virginia Conference school, formerly Shenandoah Valley Academy, has renewed its work after a lapse of one year, with an attendance of 23, and more coming.

Forest Home Academy reports 68 enrolled this year. Principal Baber says: "The first Friday night meeting showed a consecration not often witnessed. All seemed to be here for a definite aim."

THE NORMAL

NORMAL DIRECTORS

Katherine B. Hale, Pacific Union College	Minnie O. Hart, Mount Vernon Academy
Grace O'Neil Robison, Asst., Pacific Union College	Mrs. H. E. Osborne, South Lancaster Academy
B. B. Davis, Walla Walla College	Marian B. Marshall, Southern Training School
M. P. Robison, Union College	Ada C. Somerset, San Fernando Academy
Myrta M. Kellogg, Em. Miss'y College	

Bible Teaching

(Selections From the New "Bible Lessons" Manual by
Mrs. Alma E. McKibbin)

LOVE FOR THE WORD.—The teacher who loves the Bible, who is absorbingly interested in teaching it, will never need to express his love and interest in words. Voice and eyes and face are giving a true index of the heart. Consciously or unconsciously every child knows just the degree of real interest his teacher has in the subject.

A REVERENT SPIRIT.—Reverence for sacred things is almost unknown in the earth. Few can distinguish between the sacred and the common, and comprehend what it means to have a reverent spirit, a reverent manner. Reverence or the lack of it may be expressed in a look, a tone, the expression of the face, or even in the selection of a word.

The teacher's general manner when teaching the Word of God should be one of cheerful seriousness. But this manner cannot be assumed for the recitation period, and then laid aside at other times. If the teacher is careless in manner, foolish in conversation, irreverent in spirit, he can never develop a sense of spiritual propriety. The things of the Spirit are not learned or followed by rule.

They are revealed by the Spirit, and only to those who earnestly desire to know them.

ASSIGNMENT OF LESSON.—Much of the teacher's success depends upon the care and skill with which he makes assignments. The teacher should show the children how to study the first lesson. First, make it very clear that they are to study the Bible, not "Bible Lessons." The lessons tell them how much of the Bible they are to study each day. The first lesson says, "Study Gen. 1: 1-5." Read this scripture carefully, then read each of the questions in the lesson, and answer it from memory, as nearly as possible in the words of the Bible. If there is one that cannot be answered, read the Bible again, for there will be found an answer.

MEMORY VERSE CARDS.—Some teachers make memory verse cards for the memory verses in Book One. This may be done with profit. Pictures and objects should be freely used. Teachers may collect Bible pictures from every available source and keep them for class work. It is well to paste these on stiff paper or cardboard.

TEACH CHILDREN HOW TO STUDY.—Take time for a week or more to assist the children in the preparation of the lesson. Time spent in this way is well spent, and means rapid progress later. Be sure that they understand perfectly how to proceed to study a lesson. Drill until they establish correct habits of study.

QUESTIONS AND ANSWERS.—In most of the lessons, the questions have been so arranged that the answers form a story. To give variety and to show that this is true, the children should sometimes be required to write the answers.

The answers to questions in Lesson 1 read like this:—

1. God created the heavens and the earth.

2. He created the heavens and the earth in the beginning.

"By the word of the Lord were the heavens made; and all the host of them by the breath of his mouth."

3. The earth was without form.

4. Darkness was upon the face of the deep.

5. The Spirit of God moved upon the face of the waters.

6. God said, "Let there be light."

7. God divided the light from the darkness.

8. God called the light day. The darkness he called night.

9. The evening and the morning were the first day.

10. The evening was first.

HISTORY AND GEOGRAPHY.—History and geography are inseparable. Neither should be studied alone. A middle-aged woman was once heard to remark, "I can never make it seem real that Palestine is on this earth. I think of it as on some other planet far away." She had never studied Bible geography, and so Bible history seemed unreal and indefinite.

Teachers should be very familiar with the geography of Bible lands. Not only should they be able to locate cities, mountains, etc., accurately, but they should study the topography of these lands until they have a mental image of all of them, particularly of Palestine.

LESSON I

**Principles: Creative Power of Word;
Purpose of Creation**

Illustrate shapeless matter with a lump of soft clay. Form into ball to illustrate shape of earth after rotation began. A globe covered with black paper may also be used. Let light of lamp shine upon globe, or cover one half with white paper. Explain that a globe is a representation of the earth, but, unlike the earth, must have a pedestal to hold it in place. The earth is upheld by the word of God.

Ask different pupils to give thoughts learned from notes, or read notes as summary of lesson. Help children to answer questions in Note 9 by separating rays of light with a prism.

LESSON II

Do not teach that the firmament is air. The firmament is the *space* that is filled with air, the first heaven. Take the children to the window or out of doors and show them the clouds. Be sure that each one understands that the clouds are water, and that there is in the firmament water that we cannot see. All this water, visible and invisible, was once on the surface of the earth. Then there was not a cloud.

Matter never passes out of existence, but it may change its form. Yesterday there was a little lake of water in the road. Today the road is dry. Where has the water gone? Some of it soaked into the ground, but most of it changed its form, became vapor. The sun shining upon it, made its particles so warm that they became lighter than the air and floated away. This is what happened all over the earth on the second day.

All plants as well as animals breathe the air. They cannot live without it.

Close lesson with a breathing exercise, and the memory verse.

Educational Exhibits From Mercantile Companies

BY G. F. WOLFKILL

A NUMBER of our schools have obtained help and pleasure from the School Exhibits which different manufacturing companies send out to those asking for them. Most of these companies pay the transportation, and simply ask that the exhibits be left with the school and used for educational purposes only.

When the package arrives, a pupil considers it an honor to be asked to open it. This in itself will be a lesson which will be of use to him in future instances. Ordinarily, the pupils of the school may see just enough of the exhibit to arouse curiosity and create a desire to learn all there is to know about it.

Then the pupil who opens the box, or possibly another, is given

the privilege of making a special study of every phase of the manufacture of this article; perhaps it is salt. If the topic seems voluminous he may ask a classmate to take certain parts. Then at a given time, say the current events period, he will present to the class an "illustrated lecture" on the subject of "Salt Manufacture." Usually a booklet or descriptive literature accompanies the exhibit, and of course much may be obtained from other sources.

We give below a suggestive list of exhibits which have proved helpful in some schools. Others, such as needles, pins, thread, paper, cotton, ink, etc., may be obtained by addressing the companies representing them.

1. Huylers and Company, New York. (Cocoa and chocolate.)
2. The Pillsbury Flour Mill, Minneapolis, Minn.
3. Walter Baker & Co., Dorchester, Mass. (Cocoa and chocolate.)
4. North Star Woolen Mill Company, Minneapolis, Minn.
5. Department of Agriculture, Washington, D. C.
6. Cheney Brothers, South Manchester, Conn. (Cheney silks.)
7. Diamond Crystal Salt, St. Clair, Mich.
8. Pittsburgh Glass Co., Pittsburgh, Pa.
9. Joseph Burnett Co., Boston, Mass. (Vanilla bean.)

Bird Study

BESIDES the study of particular birds in the Audubon leaflets, the following subject may be studied with profit:—

BIRDS' NESTS.—In the fall, after all the birds have left their nests, the nests may be collected and brought to the schoolroom. Study them, and learn that some nests are made of fine rootlets and grasses, and are lined with horsehair; examine the mud cup of the robin's nest, the soft lining of other nests, etc., noting the various materials used, how they are put together, and where the birds probably obtain them. This prepares for watching the birds build their nests in the spring.

FEEDING BIRDS.—In winter arrange "bird tables" in the trees and by the windows, and place crumbs and seeds on them; in summer put out bathing and drinking pans. Note what birds come to them, and how frequently, and report what you observe to the class.

Care of the Teeth

THE following directions and receipt for the care of the teeth are given by the New York Health Department:—

The mouth and teeth should be carefully brushed after each meal, also on arising, and, most important of all, they should be cleaned before going to bed, as during the sleeping hours the tongue and fluids of the mouth are not assisting to keep the teeth clean. Tooth powder should be used at least once a day. A good receipt for a tooth powder that can be put up by a druggist at a very small expense, is as follows:—

Powdered precipitated chalk 2 oz.
Powdered Castile soap ½ oz.
Powdered orris root 1 dr.

This may be used on the brush either in the morning or before retiring, or both. During the day the brush may be moistened with water, or better still with water to which a small pinch of baking soda has been added. This is quite as good as most tooth washes sold at a high price, which too often are depended on to keep the mouth clean rather than vigorous brushing. Tooth picks of quill and floss silk may be used to clean the surfaces between the teeth, and if carefully used, are important helps in mouth hygiene. If on using the floss silk, it is torn or frayed in its passage between the teeth, it indicates a cavity, a defective filling, or tartar, and the dentist should be consulted at once.

Teachers who have their pupils spread their noonday lunch neatly on desks, with paper napkins or clean paper for tablecloths, have grace said, and eat their own lunch with them, may very properly suggest that pupils bring their tooth-brushes along, and teach them how properly to brush their teeth after lunch is over. It may lead also to the detection of needed dentistry.

Teachers' Reading Course

ONE of our normal directors writes that his critic teachers are doing the reading course work with the student teachers. This plan has two advantages: the readers get more out of the course by considering the book together, and it establishes in prospective teachers the habit of reading for improvement and of following out the plan that has now been operative more than three years. Several of our superintendents reported every teacher in the conference pursuing the course last year. The renewal of a teacher's certificate is conditioned on the presentation of proper reading course certificates, as explained in our September number.

This year we are reading only one book at a time. We do not know what plan our teachers follow, but would suggest a careful continued reading of the assignment first, then a review of it by means of the outline given in this journal each month. This outline has much merit. It is virtually a digest of the book, and will serve effectually to fix principles and methods clearly in the minds of readers, if they will only use it for what it is worth.

Progressive Teachers

I HAVE a list of nine or ten names as subscribers to CHRISTIAN EDUCATION, says Director Davis, which I shall send in in a day or two. Also, I have encouraged my critic teachers to purchase the different bulletins, and they will all do the reading course work with the student teachers. I am anxious for all my teachers to be progressive—and they are. My assistant teachers are a splendid group, and we feel that our department is much stronger than last year. The prospects are very bright indeed.

A Sewing Song

O, it's thread and needle and thimble, too,
It's wax and scissors and emery, too!
O, wonderful, wonderful things I'll do
With my thread and needle and thimble,
too!

I'll make a bag for my own mamma,
I'll hem a kerchief for dear papa;
And a doll I'll dress for our little wee
Bess,
With a frock and mantle and petticoat,
too.

O, it's cutting and basting and hemming,
too!

It's stitching and felling and gathering,
too;

There's really no end to the things I can
do

With my cutting and basting and gather-
ing, too.

And O, what pleasure to sing and sew,
And feel I am helping mamma, you know!
And still more pleasure, beyond all meas-
ure,

When work is finished and off I go.

—*Laura E. Richards.*

Teaching Truthfulness

FROM "CARDBOARD CONSTRUCTION," BY
GRACE O'NEIL ROBISON

SOME children may wish to cover up ragged edges and rough corners in their hurry to get through, thinking it does not matter, as these will not show; but only perfect models should be accepted.

Show the children an imperfect model. You may say: "Here are a few lumps of paste that I did not stop to get out, but I was in a hurry to finish my model. Here is some glue on this side, too, but I can scrape that off. One end of the model is a little longer than the other, but that will not show much anyway." Then show a perfect model, and call attention to its perfection, comparing the two.

Inculcate in the children a love for truthfulness in everything they do. Let all their work speak the truth. Just as we measure these models according to a perfect pattern, so the only way we can be true is to measure ourselves according to the rule that God has given us. Let the children see that when they make their models carelessly, they are laying the foundation for carelessness in their personal habits. Let our models tell a true story. We do not wish to appear to be anything we are not. So do not try to make a model look as if it were perfect when it is not. Make one that is perfect.

READING COURSE

Book: "Special Method in Arithmetic"

DECEMBER

CHAPTER 5, pages 113-147.

Grammar Grades, Seven and Eight

I. Character of Work; Applied Problems

1. Need at this point
2. Correlated problems desirable
 - a. To interpret other subjects mathematically
 - b. To gain practical knowledge of subject
 - c. To gain stimulus or *aim* from interest in other studies
 - d. To make school work more unified
3. Comparison with book problems formerly used, as to
 - a. Difficulty
 - b. Age of pupils in class
 - c. Time available
 - d. Course of study
 - e. Conclusion

II. Sources of Weakness

1. Carelessness and inaccuracy
To be overcome by
 - a. Vigorous oral work
 - (1) Covering fundamental operations
 - (2) Simplifying fractions
 - (3) Saving time in factoring
 - (4) Suited to proper purpose in grammar grades
2. Lack of self-reliant power to grapple with difficulties
To be overcome by
 - a. Avoiding extremes in giving help
 - (1) "Helping into helpfulness"
 - (2) "Weeding out process"
 - b. Avoiding harshness,—a hindrance to sensitive pupils
 - c. Remembering ideal,—to develop *pupil's thought* sympathetically
 - d. Grasping nature of difficulty,—not mathematical, but logical
 - e. Observing proper steps in securing result
 - (1) Careful reading of problem
 - (2) Noting what is *known*
 - (3) Stating what is required
 - (4) Grasping relation of known to unknown
 - (5) Using diagrams and simple oral problems for illustrations

- (6) Stating what operation is necessary
- (7) Actual computation
- f. Recognizing that thinking is more difficult than figuring
- g. Giving proportionate time to first
- h. Putting premium on *real* thought shown in original solutions
- i. Selecting work (correlated) that will stimulate thought

III. Importance and Nature of Reviews

1. Value in grammar grades
2. Topics needing review
3. Reviews most valuable
(*Special*) a. In preparatory step of new subject
(*General*) b. At beginning of each year
4. Purpose of each
 - a. To refresh mind on related topics
 - b. To "oil machinery" that may be "rusty"
5. Result of these reviews
 - a. To better grasp difficulties of new subject
 - b. To strengthen and deepen grasp of principles underlying processes

IV. Dealing With Class

1. Setting up a class standard
 - a. General or individual
 - b. Result in first case
 - c. How best avoided
2. Making assignments
 - a. Of home work
 - (1) Results if too heavy
 - (2) Danger from help at home
 - (3) Advantages of better way
 - b. Of seat work
 - (1) See that pupils are in possession of facts and conditions
 - (2) Solve similar problem on board, if difficult

V. Regulations

These should be classified and reviewed, as they constitute a valuable summary of chapters 3, 4, and 5.

General Questions

1. Do pupils receive as valuable mental discipline from the modern correlated problems as they did from the more difficult textbook problems? Give reason for answer.
2. Do you not think the tendency to require easier problems will develop less will power on the part of the students? Why not?
3. Why have so many pupils under the old régime hated arithmetic? Give several reasons.

4. Why was Pestalozzi especially commended by his board for his instruction in arithmetic?

5. Give psychological reason why pupils are hindered in learning by harshness.

6. Why are "set reviews" so often stultifying?

7. Show that the "step form" of solution aids in developing the power to reason.

8. Of what advantage would a statement be of what the problem gives and of what is required? Why should such a statement precede the solution?

9. Could canvassing, tithing, statistical reports, reports of missionary operations, etc., be profitably used to supplement the material from which data for problems may be drawn?

10. Should pupils be promoted who have not met the same standard required of others?

Normal Notes

FROM B. B. D.

THE pupils of the different rooms are striving hard to make perfect records in attendance and punctuality. The room having the best record each month is allowed to keep a fine bust of Washington or of Lincoln during the month following. These busts are lent to us by the art department of the college. Tardiness is almost unknown in the training school.

Considerable enthusiasm in the missionary meetings is being shown in some of the rooms. In one room the children bring fruit, vegetables, eggs, etc., for offerings where they cannot bring money. Several dollars has been realized from the sale of these products. The children enjoy taking orders and delivering. The children of another room are selling articles made in the Hawaiian Islands, and have raised several dollars to send to that field.

Our first monthly parents' meeting was held in the seventh- and eighth-grade room. A large number of interested parents were present. After opening exercises and a profitable study from "Counsels to Teachers," ten minutes was given for social intercourse. All the normal teachers were present to meet the parents, and it was surprising how many questions could be asked and answered in ten minutes. A cordial invitation was extended to all the parents to visit the school. Several have already responded. One most encouraging fea-

ture of the meeting was the large number of fathers present.

Walla Walla College had an enrollment of 220 on October 19, with 110 additional pupils in the model school. Work in elocution was begun this year. Last spring a college association was organized.

The students of the normal manual training class have recently plotted the school gardens. Soon an army of children will be planting winter gardens. Each child will have a plot 9 x 12 ft. In this plot will be planted onions, spinach, cabbage, and other hardy plants that will survive the winter season here. Our winter gardens last year proved a success, and we hope for even better returns this year.

FROM M. O. H.

Our normal work is still very much alive. I only wish more of our young women would take up the work. I secured the subscriptions of a number in our class for CHRISTIAN EDUCATION.

I have a colored girl in school who is planning to teach her own people. This is her second year. She is taking special work, and plans to teach next year. She recently prepared a paper and read it at a meeting of colored people in Mount Vernon.

FROM M. P. R.

For some time I have been much interested in school credit for home work. I think this is our time and place to see how it will work in our schools. During the next six weeks I shall see what I can do to get it started.

The Junior missionary meetings are held every Wednesday morning in each room, and the children are taking hold with interest. Each room has a leader and a secretary, and the meeting is conducted by the children. They are planning to raise a good sum for missionary work again this year.

The sewing classes are being started, and will include grades four to six and the girls of the seventh and eighth grades. The course is very complete, including sewing on the machine for the last grade, and is sure to give a good training in this very important subject.

The boys in the sixth grade will devote part of the year to work with the scroll saw, making many useful models in thin wood. In the seventh and eighth grades the first few weeks will be spent in mechanical drawing, after which the pupils will make the models at the bench.

HOME EDUCATION

Conducted by Mrs. C. C. Lewis, *Tahoma Park, D. C.*

As Little Children



“EXCEPT as little children ye become,
Ye cannot in God’s kingdom be at home.
When Christmas comes, set in the midst is he,
The eternal Child, to show men they must be
As children still, would they his kingdom see.”



Teaching Children to Be Useful

MRS. E. G. WHITE

ONE of the surest safeguards of the young is useful occupation. In the home school the children should be taught how to perform the practical duties of everyday life. While they are still young, the mother should give them some simple task to do each day. It will take longer for her to teach them how than it would to do it herself, but let her remember that she is to lay for their character building the foundation of helpfulness. Let her remember that the home is a school in which she is the head teacher. It is hers to teach her children how to perform the duties of the household quickly and skillfully. As early in life as possible they should be trained to share the burdens of the home. From childhood, boys and girls should be taught to bear heavier and still heavier burdens, intelligently helping in the work of the family firm.

Give some of your leisure hours to your children; associate with them in their work and in their sports, and win their confidence. Cultivate their friendship. Give

them responsibilities to bear, small at first, and larger as they grow older. Let them see that you think they help you. Never, never let them hear you say, “They hinder me more than they help me.”

Our Home School

MRS. MARY E. ALLEN

WE have just closed the third year’s work in our home school. The first year was an experiment. Our oldest child was nearly eight years old, and must attend school somewhere. Our district school was like most schools of its kind, some good children, and others whose minds were filled with poisons they were anxious to give to others. The teachers many times were not believers in the Word of God.

For years I had studied the book “Christian Education,” and other works on this subject, and did not feel that I could conscientiously place my children in the public school.

I decided to try a home school. Mr. Allen felt sure we should be compelled to send our oldest child to school soon, so he purchased a first reader used in our district.

With this, a blackboard, tablets, etc., we began our school. A friend of mine had sent me some cards, each having the picture of some object, as cow, horse, car, etc., and at the top the name given in print, at the bottom in script. These the children used for their written work.

Our first year went well, and was completed without interference. The next year I subscribed for the magazine CHRISTIAN EDUCATION, ordered a "True Education Reader," No. 2, and Mrs Rice, our superintendent, sent me some outline lessons. The past year our two older children completed "True Education Reader," No. 3, in January, and we intended to order No. 4, but on account of their being ill for three weeks our school had to be closed, so I let them finish the year reading in a history of New York State, which we had, and supplied the written work myself.

Now a word in regard to our daily program. We do not try to have opening exercises as one ordinarily would in a church school. We have our family worship in the home early in the morning, and at nine o'clock the children take their books and begin studying while I am finishing my morning work. Then I am ready to hear them recite. They have reading, spelling, and language (which is included in the written work of the reader), also arithmetic, in the forenoon. In the afternoon, when I have more time, they have reading, spelling, geography, physiology, and Bible nature study, using lessons outlined in CHRISTIAN EDUCATION. The

last two studies they have all together.

The youngest, who was only five the past year, enjoys these lessons as much as the others, though she cannot read the Bible references. For physiology I have a simple book called "Child's Book of Health." I read a chapter in this, then question the children on it, and occasionally the oldest two have a written review.

In the long winter evenings we usually have some book for evening reading. This is simply entertainment for the children, yet it is also educative. We have read the lives of missionaries, "The Life of Joseph Bates," and short sketches from the lives of noted Americans.

Now you ask, What are the results? Have the results compensated for the effort put forth? I answer emphatically, Yes, and more than compensated. I visited our district school this spring, and found our children were in advance of those of their own ages in public school work. Besides, they have had training in other lines not taught in public school.

Some will wonder if the authorities have troubled us. Last fall just before school opened, the trustee sent word to us that our children must attend the district school. I already had my arrangements made, and books purchased for home school work, so opened my school as usual, intending to await results. The truant officer was sent to one of our nearest neighbors to compel them to send a boy to school who was living with them, but our work has gone on unmolested.

Our church-school teachers may criticize the plan of work. One cannot conduct a home school just as he would a church school. This sketch is written for the encouragement of mothers with many home cares, who love their little ones, and desire to train them for God in these perilous times.

Wash Day in the Home School

MRS. EMMA B. WASHBURN

DOES the sound of the words "wash day" bring to mind the oft-repeated adjective, "blue"? Why should wash day be called "Blue Monday"? So common is the term that a certain manufacturer, advertising the merits of his soap, gave it the name of "Sunny Monday."

While I have not looked upon wash day as *blue* in the past, I really find it more *sunny* since it has become a part of the home school plan. This is the day when my little girls, four and six years old, do up the breakfast work, one washing dishes and the other one wiping them. By the time they have finished, the washing is well under way, and one of them turns the wringer while the other washes out the stockings. I put the stockings into a large pail, and the children rub them on their own little washboard. They think it is great fun to stand on a box and rub the colored clothes while I hang up the white ones, and they *really* help, for I find it much easier to get the clothes clean after their little hands have rubbed them.

I find wash day a good time to blow soap bubbles. A little tin dish and an empty spool, kept in

the cupboard ready for wash day, give the children a great deal of pleasure.

After a simple dinner, the children again help me with the dishes, sometimes doing them all alone. They may make a few mistakes or accidentally break a dish, but it pays, for *they really help* and it educates them.

Nature Month by Month

DECEMBER

THIS is the month of all the months of the year when every one has a kindly feeling for every one else. It seems to be in the atmosphere. The story of God's best Gift to mankind has unconsciously impressed the hearts of men of every clime, and led them to beat with tenderness and love for one another. "And a little child shall lead them," is just as true today as it will be in the future. For the sake of little children, vigorous efforts will be put forth this month to bring joy and happiness to other hearts.

We are told, "Our holidays should not be ignored." We cannot do too much in a simple, wholesome way to cultivate the spirit of comradeship between parents and children, and between the brothers and sisters in the family. All too soon the sweet home ties will be broken, and everything we can do to strengthen these ties is time well spent.

First Week

It may be you did not have frost, snow, and ice in November where you live; so it will be profitable to

look up last month's number of CHRISTIAN EDUCATION, and read over what it says about these elements. It is difficult to say definitely what to do each month, because vegetation and climate vary greatly in different countries, and even in different sections of the same country. The important thing to keep in mind is to be observing. Teach the children to use their eyes; and when they find things they do not understand, tell them to come to you, and if you do not know you will try to find out the answer to their question. There are two great advantages in this custom: it brings in a mutual feeling of comradeship between parent and child, and it encourages the child to see that although his father and mother do not know everything, they have sufficient respect for his questions to try to find an answer to them.

Every one will be busy this month, for there is so much to do to make gifts for one another, and for the sick and the poor. We must save all the money we can for the Christmas offering, so we must make most of our gifts. It is more refined and dainty to fashion a gift for a friend with one's own hands than to buy something ready made. Children get more happiness, and more benefit, too, from making their gifts. Decide this week what you will make, and the supplies you will need. A box of water color paints, tissue paper, bright-colored stiff paper, crape paper, etc., pop corn, tinsel cord, nuts, and even straws and the shells of acorns, can be used for decorating. If you are near a printing office or bindery, you can

get beautiful scraps from the trimming machine, to make chains for decorating rooms or the Christmas tree.

Some people object to fostering the Christmas spirit because the festival is of pagan origin. Even if the festival is pagan, the *spirit* of giving, and of doing for others, is heaven-born, and should be cultivated not only in December, but in every other month of the year. It is right to tell the children the truth about Christmas and Santa Claus; but let them get all the pleasure and wholesome satisfaction possible out of both.

Second Week

A list of things to be made: penwipers, needlebooks, scissors cases, wall pockets, holders, pin-cushions, hairpin holders, tie holders, and blotters. These can all be made by little hands. Older children can embroider, crochet, and do light work in wood. If you can get some empty cigar boxes, they will be fine material for the boys to work on. They can make salt boxes, match boxes, and various other useful receptacles. On the opposite page are two designs taken from "Primary Plans."

The vegetation for study this month is rather scarce. There are two varieties of plants, however, that are always associated with the holidays. I refer to holly and mistletoe. The holly is especially effective in decorating, and you can find some other pretty shrub, with red berries, perhaps, that will serve every purpose. If you cannot get the real shrub (if you can call mistletoe a shrub), you can at least get pictures of it.

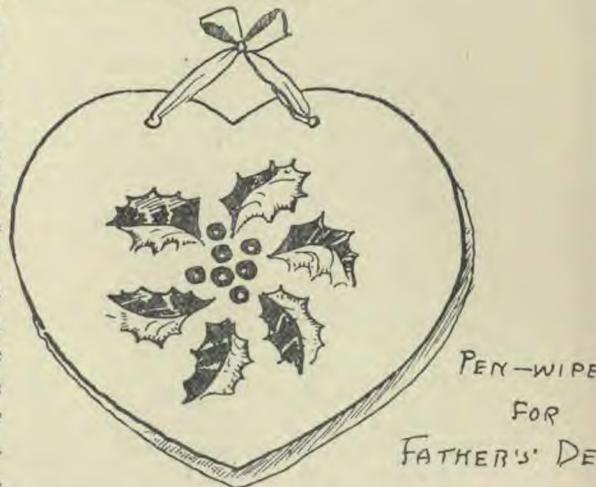
Third Week

We have spoken of the snow and the ice, but there is another interesting subject before us. I refer to the winter birds. I wish the boys and girls who are following these nature studies would study the birds in their neighborhood, and would write to the Home department of CHRISTIAN EDUCATION, telling us where they live and the birds they have as neighbors. To help you in your study, you should send to the Secretary of Agriculture, Washington, D. C., for Bulletin No. 513, which was prepared under the direction of Henry W. Henshaw, for the boys and girls of our country. Perhaps it would be best for you to get these copies of the *Geographical Magazine*: June, 1913; March, 1914; and May, 1914. The June, 1913, number has fifty common birds with fifty colored pictures of the birds. It is interesting and instructive. One family could secure one copy, and another family another copy. "Encouraging Birds Around the Home" is the title of a splendid article in the March, 1914, number. Sixty-four pictures of "common birds in town and country" are found in the May number of 1914. Any one of these magazines would be a nice Christmas present for a boy or girl. The address is National Geographical Society, Hubbard Memorial Hall, Washington, D. C. Price, 25 cents a copy.

In the meantime keep a sharp lookout for the birds, and listen for their calls until you can recognize them. Scatter some crumbs on the sunny side of the house, and see how gladly they will partake of

your bounty. Notice what birds you now have, and also what ones that were with you a few months ago are now gone.

Parents may fill the minds of their children with profitable



themes of study by just a little attention and planning. Every farmer and gardener should be interested in bird study if for no other reason than personal and financial reasons. The *Geographical Magazine* for June, 1913, contains these statements: "A tree

swallow's stomach was found to contain forty entire chinch bugs, and fragments of many others, besides other species of insects." "A bank swallow in Texas devoured sixty-eight cotton boll weevils, one of the worst insect pests that ever invaded the United States." There are many similar statements in the same article, showing the birds to be the friends of the farmer and the orchardist.

Fourth Week

This is the time when all our gifts must be finished. I hope every aged person, the sick, and the poor, have all been remembered; for we know it is more blessed to give than to receive.

One of the interesting descriptions to read this week is Washington Irving's account of Christmas in old England. While we might not care to follow all the English customs, their love of home and family ties is wholesome and charming.

And, do not forget to —

"Hang up the baby's stocking —
Be sure you don't forget;
The dear little dimpled darling —
She ne'er saw Christmas yet.

"But I've told her all about it,
And she opened her big blue eyes;
I'm sure she understood it —
She looked so funny and wise."

Fathers' Clubs

WHAT is said to be the first "Fathers' Club" in the United States was organized about a year ago in Council Bluffs, Iowa. There are now ten such clubs, with an average membership of fifty. Their purpose is that "of bringing the fathers into closer touch with the children, the teachers, and the board of education, in an endeavor to bring about the very best results for the betterment of the children." The club motto is, "Make the Indifferent Different."

POINT.—Urge fathers to attend all parents' meetings.

Sister

LOIS BALDWIN

(Concluded from last month)

BUT sister has other brothers and other sisters in the home, a darling babe, which she loves more dearly than her own life. How she enjoys giving him his morning bath while mother is busy with other cares! How thankful she is that God has blessed the home with this dear tiny treasure! And her sister who is younger than she — what close companions! Only a mother can feel a deeper love than that which knits their hearts together. Somehow there is no one who can feel every heartache or joy, who can enter the very life of that girl, as the older sister can. What power she has to hold that young and innocent soul away from things common and coarse, and to implant therein the highest ideals. She longs, as the mother longs, to shield her from every heartache and disappointment; but the world is cruel and cold, and many of life's experiences are bitter. So with her bit of song, her love, and her smiles she helps to make the life of that dear one sweet and free from all that is superficial and unholy.

And those younger boys! Mother has borne heavy duties, and her many cares have robbed these boys of some of the time and care received by the older children. Sometimes we call them naughty boys. In fact, they have reached that age when folks see only the awkward and the uncouth, and think they are bad just for the sake of being bad. But the big sister sees beneath the rough exterior those noble boyish hearts, struggling from boyhood to manhood.

They are torn by feelings of despondency and hilarity. They are neither boys nor men, and there seems to be no place on earth for them.

Somehow sister seems to understand, and what a jolly companion she is. How they delight in helping her on Chubby and galloping off on another horse by her side! She helps them hunt birds' nests, and runs out as gleefully as they at the first sign of a baby bird. She even plays marbles with them, and doesn't seem to mind their noise when it is raining and they can't go outside. No one can pick out splinters as easily as she, and she always has time to mend a ball glove, and the cookies she bakes are just fine. Of course she could not get along without them, for they know where her favorite wild flowers grow, and they always help her make her flower beds in spring. They vie with each other in polishing her shoes, and making hot fires when she is cooking.

Sabbath afternoons are never long enough, for she goes with them to see their rabbits and the little spotted calf, then they go for a long walk and gather flowers; or if the weather is not pleasant, she seems to know just what kind of Sabbath stories boys like to hear, and they never tire of hearing her read.

They are just sure that some day they can play in an orchestra or a brass band, because sister says the tunes they have learned on the mouth organ are fine, and when they are a little older she wants them to have a violin or a cornet. The older boy is not just sure, but he has almost decided to manufac-

ture steam engines and railroad trains when he is a man, because his sister says he surely has an inventive mind, and no one could make a better screen cage for the pigeon or toy cart for the baby than the ones he has made.

O, happy sister! Angels might envy you these years you spend at home. You may consider yourself happy upon whom God has bestowed so great a blessing and such incomparable joys and sacred duties as those of sister.

Educational Notes

PUBLIC school children of America are sending a "Christmas Cheer" ship to Europe this month. The ship will be loaded with goodies, clothing, and good wishes from American children to children of European countries at war. Josephus Daniels, Secretary of the Navy, has promised to furnish a ship to carry the presents.

Friedensau Industrial School (Germany) opened in war times, September 14, with an enrollment of 85. Of their prospective students 22 Russians were detained as prisoners of war, but were later released on representations made by the principal, and entered the school. These with a few others raised the enrollment to 120. Compared with the former attendance of about 200, this is a good showing under war conditions.

LATER.—The school buildings have since been turned over for use as a Red Cross hospital for wounded soldiers.

Mount Vernon Academy has experienced a special blessing in its enrollment this year. After releasing about five eighths of its territory in connection with the transfer of its college work to Washington, and parting with some valued members of its faculty, the end of the first week of school found the enrollment of students only eight behind the corresponding period last year. This happy result, together with a present enrollment of 186 at Washington Missionary College, and of 215 at South Lancaster, shows that many more young people in our Eastern unions are in school this year than heretofore.

Christian Education

W. E. HOWELL - - - - - Editor
 J. L. SHAW }
 FREDERICK GRIGGS } - - Associate Editors

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Emmanuel Missionary College has a unique and significant story to tell this month: Their present class in psychology, the largest in recent years, contains 40 members—the exact number of students the school opened with six years ago.

Other items of interest follow:—

“Our enrollment has now reached 235, the largest enrollment we have ever had. In the chapel, we have had to place about a dozen students on the platform, to the right and left of the faculty, to make room for all.

“One of the encouraging features of our school work this year is the missionary zeal manifest on the part of the students. Already the ministerial band is conducting meetings in two places, one in a union church, and one in a school-house. They have a growing interest. Sunday school has been organized in one of these places, members of the Bible Workers' Band assisting in this.

“During the Harvest Ingathering campaign, school was closed one day, and teachers and students went out together. About \$150 was secured.

“One of the interesting features of our work this year, is our new laboratory rooms on the ground floor, the new rooms, together with the new equipment, adding much to the efficiency of the new science department. Between \$1,000 and \$1,500 has been invested since the close of school.

“Last Saturday evening an interesting program was rendered, which launched

a campaign for a better college library. The response of students, teachers, and patrons was most enthusiastic. Prospects are very bright that we shall reach the 5,000 mark before the first of January. We may not have that number of books by that time, but we hope to have the money on hand with which to purchase them.”

Manuals for Teachers

The following long-looked-for manuals for the help of both parents and teachers are now ready:—

“Cardboard Construction,” based on household economy, by Grace O'Neil Robison, normal teacher Pacific Union College, 50 cents.

“Primary Reading Manual,” by Miss Hale, author of Educational Readers, 35 cents.

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