



# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

The  
**Voice**  
of the  
**Schools**

**OPENING NUMBER**

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WASHINGTON, D. C.

# God in Nature



WHILE the Bible should hold the first place in the education of children and youth, the book of nature is next in importance. God's created works testify to his love and power. He has called the world into being, with all that it contains. God is a lover of the beautiful; and in the world which he has fitted up for us, he has not only given us everything necessary for our comfort, but he has filled the heavens and the earth with beauty. We see his love and care in the rich fields of autumn, and his smile in the glad sunshine. His hand has made the castle-like rocks and the towering mountains. The lofty trees grow at his command; he has spread earth's green velvet carpet, and dotted it with shrubs and flowers. Why has he clothed the earth and trees with living green instead of a dark somber brown? Is it not that they may be more pleasing to the eye? And shall not our hearts be filled with gratitude, as we read the evidences of his wisdom and love in the wonders of his creation?

The same creative energy that brought the world into existence is still exerted in upholding the universe and continuing the operations of nature. The hand of God guides the planets in their orderly march through the heavens. It is not because of inherent power that year by year the earth continues her motion around the sun, and produces her bounties. The word of God controls the elements. He covers the heavens with clouds, and prepares rain for the earth. He makes the valleys fruitful, and "grass to grow upon the mountains." It is through his power that vegetation flourishes; that the leaves appear, and the flowers bloom.

The whole natural world is designed to be an interpreter of the things of God. . . . As the works of God are studied, the Holy Spirit flashes conviction into the mind. It is not the conviction which logical reasoning produces; but unless the mind has become too dark to know God, the eye too dim to see him, the ear too dull to hear his voice, a deeper meaning is grasped, and the sublime, spiritual truths of the written Word are impressed on the heart.—*Mrs. E. G. White.*

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PICKING UP POTATOES

# Christian Education

Vol. IV

Washington, D. C., September - October, 1912

No. 1

## The Voice of the Schools

The eleventh hour has struck. It is the hour that calls for decision and preparation. The time for inaction and hesitation is past. But few fleeting moments for determined activity and despatch remain; and these few are being steadily and surely counted off on the dial of probationary time. The beginning of a new year of opportunity hasteth greatly. Where stand you?

The last hour for service in the history of the world has come. No laborer, no one who is capable of becoming a laborer, should be idle a moment now. Those who went out early in the morning have borne the heat of the day, and are now pressing the work to the finish. There are "others standing idle." Their talent is undeveloped and unused, or it is being employed without the gate. To these the Husbandman says, "Go ye also into the vineyard; and whatsoever is right, that shall ye receive." The reward is not lessened, but the time is shortened, and is rapidly ticking away.

The way of entry into the vineyard of service is the Christian school. "These schools were intended to serve as a barrier against wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation [the people] by furnishing it with men qualified to act in the fear of God as leaders and counselors."

Where are the pious, intelligent, and studious young men and women who wish to qualify in some good college or academy for such service as this? Some of you have already decided to enlist. To you we extend an earnest welcome, and pledge a faithful ministry. Some of you have turned from the pure, sweet waters of Lebanon to the bitter waters of Marah, and are quaffing at a fountain that will disqualify you for the service you desire to enter. We fervently solicit you to retrace your steps. Some of you have a willing spirit and a burning heart, but your hand lacks means. We urge you to make a final effort to come, and we promise you every means of help within our power when you get here.

The day of triumph or the day of defeat is just before us. The date set for the opening of our schools is almost here. Young men, young women, stewards of your Lord's talents, arouse to your opportunities before they are forever past. It is the eleventh hour.

# Thoughts for the New School Year

FOR PARENTS, TEACHERS, AND STUDENTS <sup>1</sup>

WHEN we aim at a low standard, we shall reach only a low standard. We commend to every student the Book of books as the grandest study for the human intelligence, as the education essential for this life, and for eternal life. But I did not contemplate a letting down of the educational standard in the study of the sciences. The light that has been given on these subjects is clear, and should in no case be disregarded.

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I entreat the students in our schools to be sober-minded. The frivolity of the young is not pleasing to God. Their sports and games open the door to a flood of temptations. You are in possession of God's heavenly endowment in your intellectual faculties, and you should not allow your thoughts to be cheap and low. A character formed in accordance with the precepts of God's Word will reveal steadfast principles, pure, noble aspirations. The Holy Spirit cooperates with the powers of the human mind, and high and holy impulses are the sure result.

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We can not trust our youth to go to seminaries and colleges established by other denominations, but must gather them in where their religious training will not be neglected. God would not have us in any sense behind in educational work; our colleges should be far in advance in the highest kind of education.

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Jesus taught by illustrations and parables drawn from nature and from the familiar events of every-day life. In this way he associated natural things with spiritual, linking the things of nature and the life experience of his hearers with the sublime, spiritual truths of the written Word. And his lessons were repeated whenever their eyes rested on the objects which had been associated with eternal truth. Here is indicated the higher education that is to be given by parents and teachers.

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As the human countenance is stamped by the sunbeam on the polished plate of the artist, so are thoughts and impressions stamped on the mind of the child; and whether these impressions are of the earth earthy, or moral and religious, they are well-nigh ineffaceable.

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The world is full of excitement. Men act as though they had gone mad, over low, cheap, unsatisfying things. How excited have I seen them over the results of a cricket match! I have seen the streets in Sydney densely crowded for blocks, and on inquiring what was the occasion of the excitement, was told that it was because some expert player of cricket had won the game. I felt disgusted. Why are not the chosen of God more enthusiastic?

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Let the teachers in our schools take their students with them into the gardens and fields, and teach them how to work the soil in the very best manner. It would be well if ministers who labor in word or doctrine could enter the fields and spend some portion of the day in physical exercise with the students. Both teachers and students would have much more healthful experience in spiritual things, and much stronger minds and purer hearts to interpret eternal mysteries, than they can have while studying books so constantly, and working the brain without taxing the muscles.

<sup>1</sup> Selected from "Special Testimonies on Education."



# Bible Teaching in Our Schools

BY J. N. ANDERSON

WITH the Bible teacher the first question necessarily is, What really constitutes the Bible? As he approaches his task, he naturally feels that he must know what his subject-matter is. To the ordinary student of the Bible this question presents little difficulty, since with him Bible study has to do with the Authorized Version, commonly called the King James Version, of the English Bible. That is, indeed, the Bible to the masses of the English-speaking people, and with that fact no one needs seriously to take issue. But the teacher of the Bible can not safely take his stand here, and proceed no farther. He can not say with the man who objected to the recent English Revision of the Bible, "If the King James Version was good enough for St. Paul, it is good enough for me." Careful, and I may add conscientious, study of the Bible can not pause here with the earnest teacher of the Word of God. The day is past when, with the great flood of light that has been thrown on almost every page of the Sacred Writings from a great variety of sources, the renderings of the Authorized Version can be taken as final because of their supposed faithfulness and accuracy in carrying over into English the thought of the originals.

The contention is not that the Bible teacher possess as one of his prime qualifications a critical knowledge of Hebrew and Greek, but rather that he know so much of the assured results of modern textual criticism of the Sacred Text as will enable him, or perhaps better stated, *lead* him to refuse to rest any doctrine or important teaching on a suspected or rejected reading of the Greek text of the New Testament. The same holds true of the Hebrew of the Old Testament, but in a much less degree. Few Bible teachers in our ranks, perhaps, are able to deal with these matters first hand, but it is a comparatively easy matter to take advantage of what the spade and the ripest and most conscientious scholarship of modern times have placed within the reach of practically all of us.

As a matter of fact these items are well presented to us in the recent revision of the English Bible. To the devout believer in God's special care for the written revelation of his divine purpose, it is a cause for rejoicing that the revisers of the Authorized Version found so little to revise; yet it must be admitted that there are not a few passages that have been made to read differently. As a Bible it is the same as that most wonderful translation, the Authorized Version, which when it was brought forth had worthy and formidable rivals. But while this is true, it still remains a fact that the teacher of the Bible who wishes to be in line with the Bible in its original form can not do other than make the Revised Version his text. The citation of a few variant readings will suffice to illustrate and confirm this view:—

The Authorized Version rendering of Mal. 4: 2 has led some to the

belief that the immortalized saints will grow up into a perfect physical stature and state, but the Revised Version renders that text, "And ye shall go forth, and gambol as calves of the stall." It is not here contended that this idea is erroneous, but rather that it can not be made to rest on that text.

In Acts 3:19, the temporal clause "when the times of refreshing shall come" of the Authorized Version, is made a purpose clause in the Revised Version, "that so there may come seasons of refreshing."

I have heard preachers spend twenty minutes in the endeavor to prove from 2 Peter 1:19, "We have also a more sure word of prophecy," that the prophecies are more trustworthy than the testimonies of those who were eye-witnesses of the activities of Jesus. Possibly that is the meaning of the text, but the more probable meaning is found in the rendering of the Revised Version, "And we have the word of prophecy made more sure;" that is, the coming of Jesus in the flesh confirmed the prophecies of the Old Testament.

We speak of the Bible truth that we as a people stand for, as "present truth," and rest our case in so far as the phraseology is concerned on the text found in 2 Peter 1:12. In the Revised Version that part of the verse reads, "and are established in the truth which is with you." The designation "present truth" is quite Scriptural, and deserves a place in our teaching, but it should not, it seems to me, be predicated on that passage.

To the ordinary student of the Bible these are small matters, but in the interest of a faithful teaching of what is on all hands admitted to be the nearest approach to the very autographs of the divinely inspired writers of the Bible, these apparently minor matters should be taken account of. Is it then overstating the case to say that the up-to-date and careful Bible teacher will have respect to them by following the translation that rests on the most modern findings in archeological and manuscript research?

Having found his subject-matter, the Bible teacher's next concern is, I conceive, that of emphasis. The Bible as a whole, and in all of its parts, is the word of God; but it need hardly be said that to teach the sixty-six books of the Bible in a colorless way, would be farthest from the ideal. There are parts that are necessarily of paramount importance, and these the teacher must in the very nature of the case set forth in their true relation and with proper emphasis. The Bible is a storehouse of infinite spiritual wealth. In its range, its scope, and its many-sidedness, it is quite beyond the compass of any one human mind. Its topics, its themes, are legion; any one of which is sufficiently profound and important to engage the amplest abilities of the best Bible teacher. Herein lies a temptation, maybe a real danger, to the teacher. Some doctrine — oftentimes very important in itself — is set upon as being central, and all other truths of the Bible are subordinated, and possibly even entirely side-tracked.

Luther held the doctrine of Justification to be central to all that God ever said or did in his redemptive economy. He read the entire Bible and set forth all its truth with reference to that doctrine. To him it was the key that unlocked all scriptures; it adjusted every other Christian doctrine; it balanced all theology. Not only did he read every doctrine in the Bible with reference to this great truth, it virtually became his ultimate rule by which he tested the canon of Scripture. This fact explains why he found so much delight in the letters of Paul, especially the Roman and Galatian letters, while on the other hand he felt free to speak of the letter of James as an "epistle of straw."

Another great Reformer, Calvin, found in the Decrees of God the great central doctrine of the Christian religion, and all the sublime Bible teachings of that man turn on that doctrine. He was no less evangelical than Luther, yet history witnesses to the fact that they stood far apart ecclesiastically and otherwise. It was due to the overemphasis of certain doctrines on the part of both men.

Some time after their day there arose a great and good man in England by the name of Fox. As a much-needed reaction from the external and formal religion of his times, he preached the great truth of the Supremacy of the Holy Spirit in the heart and life of the believer. In the short space of four years he had no less than 75,000 followers. The secret was that he set forth a great truth, a neglected truth, yet we are all certain that he so overemphasized the truth of the inner light that his followers were led to reject as superfluous the two positive ordinances, baptism and the Lord's Supper, given by the Saviour himself.

These citations will suffice to illustrate the idea before us.

Holding the view that we do, is there not a temptation for us to lay overmuch stress on prophecy? Not only so, but is it not easy for us to magnify certain lines of prophecy and fail to give other prophecies due prominence? We give special attention to the prophecies of Daniel and the Revelation. This is well, but can we be sure that the prophecy of Isaiah from chapter forty to the end is not as important as Daniel? Are not the Psalms laden with Messianic prophecies that gather about the Christ from his first advent to the second? We have all confidence in the New Testament writers as faithful interpreters of the Old Testament. Nearly all the Old Testament writers are put under heavy tribute by both Jesus and the apostles. Matthew wrote a narrative of the life of Christ to show that he was the true Messiah. His leading argument was that Jesus fulfilled the Old Testament prophecies. We find that his Gospel has no less than 123 quotations from and allusions to the Old Testament. Twenty-one are from the Psalms, 21 from Isaiah, 7 from Jeremiah, 13 from Deuteronomy, 4 from Genesis, 9 from Exodus, 4 from Leviticus, 7 from Zechariah, 3 from Malachi, 8 from Daniel, etc. In all, 20 of the Old Testament writers are pressed into service. This goes to show that the Old Testament very largely deals in Messianic prophecies — Psalms and Isaiah leading. This was the first advent;

does the Old Testament also deal with the second coming of Christ?

Still further, Luke appeals to the Old Testament 109 times, drawing on 17 different writers. The psalmist speaks 29 times in the Gospel of Luke; Isaiah, 18; Deuteronomy, 6; Genesis, 5; Daniel, 5; Exodus, 4; 1 Samuel, 7; etc.

The Roman letter has 86 references to the Old Testament, drawn from 14 different writers: from the Psalms, 21; Isaiah, 23; Genesis, 4; Deuteronomy, 8; Exodus, 6; Daniel, none; etc.

But it is in the Apocalypse that we find the Old Testament reproduced most fully. In that book there are 500 quotations and allusions to the Old Testament, and from 29 of the writers: from the Psalms, 76; Isaiah, 87; Genesis, 20; Jeremiah, 25; Ezekiel, 50; Exodus, 28; Daniel, 58; etc.

Do not these figures suggest to us that perhaps we do not find as much in the Old Testament, apart from Daniel, as we might, on the second coming of Jesus?

Advancing still another step along this same line, I am constrained to ask the question, Are we not short in doing for some of the other books of the Bible what we do for Daniel and the Revelation, that is, in dealing with them verse by verse, as in the case of those two books? Why should not the four Gospels and the major epistles of Paul be thus studied? And in this same connection let me say that in our Bible teaching, I conceive that we fall short in our study of what may be called the fundamentals of the Christian religion; such as the Atonement, Reconciliation, Justification by Faith, Righteousness, and the like. Theological schools of other denominations spend at least one quarter on such a theme as the Atonement.

There is still another way in which a Bible teacher is in danger of misplacing the emphasis. I refer to the proof-text method of teaching the Bible. This may be carried so far that the entire Bible comes to be in reality an arsenal stored with proof-texts. These the teacher draws on to prove all his doctrines and propositions. In the case of some, one is almost led to believe that ultimately these texts come to occupy so large a place in the mind of the Bible student that they are to all intents and purposes his Bible. Whenever the Bible is read, these are the outstanding passages, while other parts of Scripture, oftentimes of more vital moment, go into eclipse. All Scripture reading is colored by his previously formed notions of these texts. Such a case is even more serious if these proof-text schemes, with the interpretation of the texts, come to a man as a sacred heritage from the past. In such a situation, the Bible teacher is shorn of much power. The Bible is a book of perennial freshness and power. Like the Holy Spirit, which deals with every individual in his own estate, the Bible brings to every man and to every generation of men truth suited to the conditions and the times. With all due respect to those who have gone before and delved deep into the treasures of the Bible, it is fatal merely to enter into their labors.

In a world of expanding thought and material development and progress, it shuts us up to the relative limitations of the past; and what is still more serious, it arrests all serious and earnest Bible study. The church of Christ remains invincible throughout the ages,— his body, and the medium of his self-revelation in all human history; but is it not true that notwithstanding all this, God speaks to every individual and each generation in its own experience and environment? The reading of the Bible and the preaching of the Bible can not be in heathen lands, like Africa, just as it is in this land. A father instructs his child according to its age and experience. History and God's purpose in history are a unit; we do not seek, nor were we able if we so wished, to break with the past; nor do we presume to tamper with the "pillars of the faith;" but God never intended that one generation should do all the thinking for the next succeeding generation or generations.

We come next to the method of Bible study. There are, it seems to me, at least three ways of reading or of teaching the Bible. The first method inquires, "What does the Bible say?" The second asks the question, "What can I make the Bible say?" The third is concerned to know what God says in the Bible. The first way is, as a matter of course, the historical method. It is quite impossible to read the Bible aright without a clear knowledge of the historical situation in which a given part of the Bible was written. We need to ask the questions: Who were the readers? What was the occasion of the inspired utterance? What was in the mind of the writer? What did he seek to accomplish? How much more intelligible do the letters of the apostle Paul become by having a knowledge of the situations in which they were written and read! It makes them live in the midst of living men, reflecting the actual thoughts in the mind of the writer. With some students of the Bible, it is a matter of course that most of what is contained in the Scriptures was written with us in mind.

It is indeed true that the Spirit did speak through those men much that was above and beyond them — truth which applied to succeeding ages, and which was not comprehended nor appreciated by the men themselves; yet in the main is it not true that the messages of the writers of the Bible were for the people of their own generation? Did not the great apostle write with a concrete situation in mind when he wrote the Galatian letter? Is not the very same true with reference to the Roman and the Corinthian letters? Is it less true of the other New Testament writers? In view of this should we not read the books of the Bible and its letters as articulated parts of what was then current history, dealing to be sure with the highest interests of man, but nevertheless dealing with men in concrete and definite historical situations? That this holds true of the historical books of the Bible is obvious.

It is no less true, though less apparent, in the case of the prophets. In the twenty-ninth chapter of the prophecy of Isaiah, the Mormons find abundant proof for their claim that the finding of the Book of Mormon

was foretold in prophecy. If this passage is read with even a small degree of historical knowledge and spirit, is it not patent that the prophet is speaking of Jerusalem, and hence the finding of the so-called Book of Mormon was the very farthest from his mind? Some people find in the eighth chapter of Isaiah a clear prophecy of the modern spirit of federation and unionism, whereas a little attention to the history of that time reveals the fact that the prophet is dealing with a political situation then present. What warrant is there for making Ezekiel 22 refer to the Papacy, when the whole passage is clearly a denunciation of Jerusalem and her apostate priests? Again, the thirteenth chapter of that same prophecy is made to do service in denouncing the religious leaders of our time as if they were in the mind of the prophet when he wrote, when the history of that time shows that he wrote to the men of his own time. How often is the passage in 2 Cor. 10: 4-6 quoted as a divine assurance that the grace of God is sufficient to enable all believers to subdue every unholy feeling and thought. This is a truth, and the Bible elsewhere affords ample evidence of it, but the particular text in hand deals with a very different matter. Paul asserts that he has authority and power from God to overthrow all opposition arising from designing and wicked men — professed followers of Christ. Ignorance or disregard of the historical situation of which the inspired text is really a part, is sure to lead to erroneous interpretations.

The second method of Bible study proceeds along the line of edification, rather than accurate interpretation of the sacred text. The Bible is read not to learn what the writer said or had in mind, but to allow the Word or the Spirit to suggest any thoughts or lessons it may choose. This is an entirely legitimate way of reading the Scriptures. It is not only important, it is necessary, and fills a large place in our lives. It appeals particularly to the imaginative mind, and to the person who leans strongly to the subjective side of religion. For this very reason it has its dangers, in that it leads to the unreal and even to the fantastic. The world to-day is filled with preachers who deal thus with the Bible. A very good text may be chosen, then the witty and ingenious-minded preacher draws on his overwrought imaginative powers and leads his congregation into a maze of fanciful subjectivity. As a matter of fact there is nothing in this universe of ours that is more objective and real than God, and the grand value of the Bible is just this, that it brings to the race this greatest objective reality in the universe — God in all his redeeming activity. The point in it all is that this reading of the Bible unto edification must be corrected by the other methods of Bible study.

The third way of reading the Bible is reading it to discover the thought and purpose of God. The aim is to answer the question, What does God say in his Bible? It does not ignore the other two ways, but it rises, as it were, far above them, and seeks to hear God himself. Back of all the lessons and suggested thoughts springing from the reading of

*(Concluded on page 50)*



# EDITORIAL



## Progress

THE past school year has been a period of steady growth and permanent development in our educational work. What has given us the greatest encouragement, is the success that has resulted from the efforts made to better organize our plans for closer cooperation, and to fix a higher standard of attainment in our courses of study, examinations, and teachers' certificates.

Several meetings have been held during the year, which have helped much toward fuller cooperation. Perhaps the most important of these was the secretaries' council held at College View, Nebr., in November, where plans were laid whose far-reaching results for good are already being felt in the harmonious action of secretaries and conference superintendents in their efforts to systematize the work under their supervision. The raising of the standard of efficiency in our church-schools has created a demand for better-trained teachers in primary grades, and has resulted in giving a healthy impetus to the growth of our normal work, as is seen in new buildings, increased facilities, and closer adherence to the courses of study adopted by the General Department.

Our annual departmental meeting for 1912 was held at Loma Linda, Cal. The delegates were the heads of our union training-schools. The time was given to considering the betterment of our academies and colleges, in regard to spiritual life, more thorough scholarship, and better equipment in scientific apparatus, libraries, and other necessities. Steps were taken which will bring the colleges and academies still more closely together in their mutual relations.

One of the largest meetings, although more local in character, was the educational council held at Portland, Oregon, in July, which was attended by nearly two hundred educational workers of the Pacific Coast. Here, for nearly a week, those from the field and from our schools labored together to develop such plans as would make Christian education a strong factor in building up the work on the Pacific Coast.

Aside from these councils, this present summer has seen better-managed and better-attended summer schools than any time in the past. The writer was privileged to spend three weeks at the large summer school in Portland, Oregon, where the teachers of the Pacific and North Pacific Union Conferences united in a strong school. There were one hundred sixty in attendance, and the work done, especially in methods and school management, will be the means of greatly strengthening the already flourishing work of the far West. The other summer schools also report excellent results from their work.

We never have started a school year with brighter prospects than the one before us. Let us take advantage of every means to strengthen and develop the work over which we have the supervision. The thing which will give Christian education permanency and attractiveness, will be harmony among our educators, thoroughness in their work, breadth of plans, and a sturdy piety and unchanging devotion developed in those who attend our schools.

H. R. S.

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## The Gospel to the Gentiles

**F**OLLOWING the first advent of Christ into the world, one of the most noteworthy events in the early experience of the apostles was recorded by Paul in this terse phrase: "Lo, we turn to the Gentiles." Peter had pioneered the way in his remarkable vision upon the housetop and in his subsequent meeting with Cornelius and his company, when Peter exclaimed, "Of a truth I perceive that God is no respecter of persons" (so far as nation or race or social standing is concerned).

To the apostles, the giving of the gospel to the Gentiles was a new conception of the exceeding broadness of God's purpose for the world. It opened to them the universality of the salvation that Christ had come to make possible. Thenceforth the unfolding of the mystery of "Christ in you, the hope of glory" was not to be confined to the narrow limits of Jewry, but was to be preached "to every creature which is under the heaven." This turning to the Gentiles — to all nations, races, and social ranks of men — marked a distinct epoch in the preaching of the gospel, of sufficient importance to mark the termination of the prophetic seventy weeks. It was the initial step and the impetus to giving the gospel of the crucified and risen Christ to "all the world."

Who were these Gentiles, these "nations," as the term means literally? Of sufficient prominence among them to have their racial name used synonymously with the term Gentiles, were the Greeks. Who were the Greeks? They were a race who had reached the zenith of the world's culture and learning five hundred years before, and were still the repository of worldly wisdom and knowledge to which all men had respect and continual resort. Who was chosen to lead the first advent movement to give the gospel to all the world in that generation, especially to these thinking Greeks? It was a man with the religious zeal of the Jew and the learning and culture of the Greek — Saul of Tarsus, now become Paul the apostle.

Is there a parallel between the first advent and the second advent world movements? There are at least some striking similarities, a few of which are worthy of special notice. Then the gospel message centered in the Christ come in that generation; now it centers in the Christ to come in this generation. Then the only organized church on earth, the Jews, rejected the Christ come in their generation, though the gospel



was always accessible to the individual Jew; now nearly all the organized churches reject the idea of the Christ to come in this generation, though any individual may accept the good news. Then the gospel of the risen Christ was preached "to every creature which is under heaven;" now the gospel of the coming Christ is to be preached "in all the world" and "to every creature." Then "every creature" included especially the Greeks, those repositories of the culture and learning of the times; now "every creature" must include the intellectual and social leaders of our times. Then the gospel was to go also to the Gentiles; now the gospel is to go also to the Genteels.

What does this conclusion mean? In the first advent movement, while we read of some Greeks who came voluntarily to see Jesus, we do not read of any who went very far to see or to hear Paul. But we do read of Paul's making long and repeated journeys to carry the gospel into the very strongholds of Greek learning and culture,—Ephesus, Philippi, Thessalonica, Athens, Corinth. What qualified Paul to become the chosen vessel to bear the message for the times into the populous centers in this aggressive way?—Three things especially, according to his own story: Culture of the mind by sitting at the feet of Gamaliel, a doctor of the law at Jerusalem, and being taught in a "perfect manner;" culture of the heart by meeting with Jesus on the way to Damascus, again, later, in Arabia, and repeatedly in his labor; consuming zeal, for he was "zealous toward God," and testified, "Woe is unto me, if I preach not."

There is a class of people in modern society, not improperly called Genteels, whose name is legion, who are waiting for the message of these times. Why waiting?—Waiting for some strong men of the Pauline type to bring to them where they are the best tidings of their generation. Think on these things, members of the craft of Gamaliel, sitters at their footstools, as you settle into earnest work the coming year in the pursuit of mind culture, heart culture, and missionary zeal.

W. E. H.

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## Know the Bible in the Original

**I**N the article "Bible Teaching in Our Schools" emphasis is laid on the value—really the necessity—of the Bible teacher's being thoroughly acquainted with established results of modern textual criticism and archeological research bearing on the original text of the Scriptures. In saying in that connection, "The contention is not that the Bible teacher possess as one of his prime qualifications a critical knowledge of Hebrew and Greek," we do not apprehend that the writer meant us to infer it as his opinion that a critical knowledge of these languages should not be regarded one of the prime qualifications of the efficient Bible teacher; but merely that he is not contending for thus much in this paper. If such an inference by us is intended, however, we should have

to take issue with him squarely. We can understand how laymen, church and conference officers, teachers in Sabbath-school, and even teachers of various other subjects than the Bible in the day-school, may be satisfied and may do acceptable work without knowing these languages. But it is difficult to comprehend how a man who makes it his business to teach the Bible, especially in one of our colleges, or any one who is looking forward to Bible teaching or preaching, can be satisfied to go on from year to year without being able to read his Bible appreciatively in the original. He has a message from his Father and passes for its interpreter, but he can not read the message himself in the language in which it is written, although that language has been providentially preserved. The "Holy Father" of the Catholic Church sends his messages to the clergy in Latin, but the clergy who receive them read Latin as well as the writer does. Our Father sent his messages in Hebrew and Greek, but the "teacher in Israel" knoweth not these things; he is willing to have the Inspired Letter translated to him by another, even though he himself must act as its interpreter. There is only one explanation for it, as it seems to us, and we shall have to be satisfied with that for the present—he does not know what he is missing!

W. E. H.

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## Some Good Recommendations

**A**T an educational council held at Portland, Oregon, July 18-24, in connection with the joint summer school of the two Pacific unions, and attended by the General Secretary, a few recommendations were passed that are of such general interest and application that we give them here in full:—

### Bible Lessons No. 4

This book will contain eighty lessons from Acts of the Apostles and the epistles, together with forty lessons on Bible doctrines. The manuscript is not yet complete, and it will be impossible to publish it in time for the opening of school. It was therefore recommended that the Pacific Press print and bind in Manila covers about one hundred advance pages to bridge over the first three months of the school year. This advance matter will contain all the lessons except the notes on the Acts and the epistles. The price will probably be 25 cents.

In addition to the one hundred advance pages prepared in this form, it was suggested that the table of contents of Bible Lessons No. 4 be printed and furnished free to our teachers everywhere through the union secretary and the local superintendent. This the publishers decided to do, expecting to have it ready about August 15.

### Bible Nature Series No. 3

The manuscript for this book will not be ready until about the first of September. It will be impossible therefore to complete the book before the first of the year. The suggestion was made by those who are teachers in this grade that the first four chapters and a part of the fifth chapter, which will make about one hundred pages in all, be printed and put out in advance, the same as was suggested for Bible Lessons No. 4. This was also passed by the teachers. The price will be about the same, 25 cents, post-paid. About one thousand copies will be printed, so that pupils as well as teachers may be supplied if desirable.

## Canvassing Bands

*Whereas*, We have been exhorted for years to "Educate, educate, educate, young men and women to sell the books which the Lord has stirred his servants to write;" and —

*Whereas*, A recent testimony states that "an invaluable schooling" may be obtained by supplementing "the preparation for handling these books" with "the daily experiences gained while bringing them to the attention of the people;" and again, that "the teachers in our schools should encourage the students to make a careful study of every chapter;" and —

*Whereas*, The demands for strong, well-educated men to take responsibilities in book work, both at home and abroad, are far greater than we are able to fill; therefore —

*We recommend*,—

1. That as educators we keep these facts and this line of work before students, both prospective and actual, and that, to assist those who desire to enter them, we organize near the beginning of each school year classes, or bands, for the purpose of studying our leading books and such kindred topics as may be most helpful; and —

2. That these classes be held at least weekly, and be under the direct charge of the faculty, and that we suggest to our various boards the advisability of announcing them through the regular school calendar.

3. That our bookmen be asked to visit these bands whenever consistent, and to furnish them, through their leaders, with such incidents and experiences as will help maintain the interest and enthusiasm.

4. That the following program be adopted and followed with such modifications as may be found necessary to suit local conditions: —

## Suggestive Program

*a.* Public meeting. (Preceded by personal work by field agent and others.) Experiences of those who have been working, introduced and closed by talks by field agent and member of faculty, followed by the organization of band.

*b.* General study of books to be handled in that field the coming season, for the purpose of helping each student to make an intelligent choice. Find out the number and kind of full-sized books wanted for class study.

*c.* Book study, using outline furnished for each book. (Entire band will meet for opening exercises before separating for book study.)

*d.* Book study.

*e.* Remarkable fulfilment of prophecy: a symposium giving interesting facts relating to important fulfilled prophecies and their bearing upon those as yet unfulfilled.

*f.* Book study.

*g.* Book study.

*h.* Book study.

*i.* How education, the printed page, and young people united in advancing the cause of the Reformation of the sixteenth century, and lessons therefrom.

*j.* Book study.

*k.* Book study.

*l.* Book study.

*m.* Lessons from the lives of the Waldenses.— No. 1.

*n.* Book study.

*o.* Book study.

*p.* Book study.

*q.* Significance of the great world movements (by special speakers).

*r.* Lessons from the Waldenses.— No. 2.

*s.* Book study.

*t.* Book study.

*u.* Book study.

*v.* Study of printed canvass.

*w.* Study of printed canvass (concert drill).

*x.* Study of printed canvass (drill by twos).

*y.* Chapel service connected with the institute to follow.



# The Reading Course



## SECOND YEAR

THE first year of this reading course was printed as a serial in Volume III of this journal. It has since been reproduced as Educational Bulletin No. 1, 24 pages, with cover. It may be obtained for five cents by addressing the General Department of Education, S. D. A., Takoma Park, D. C. Those who pursued the course last year report that the work was very beneficial and enjoyable; we believe that if faithfully done, this second year will prove still more so. Let all who have not taken the first year yet, procure a copy of Bulletin No. 1, and take up the work in order.

The teacher is advised to read the entire assignment thoroughly first; then, with the aid of the outline or questions, review the reading and seek to fix clearly and firmly in mind the principles brought out — so much so that he could readily state or discuss them if called upon.

In Part I, an outline rather than questions has been prepared on chapters 1 and 2, as it is thought this gives a clearer grasp of the subject as a whole. Questions can easily be drawn from it; as, "What is the aim of story-telling in the primary grades?" In studying this book, our teachers must bear in mind that it is the *method* we are studying, and not the illustrative *matter*, which in many cases is objectionable for our work. This explanation may aid us in deriving greater benefit from the book.

### **Part I: Book, "Special Method in Reading," by C. A. McMurry<sup>1</sup>**

*Assignment:* Chapters I and II, to cover the months of September and October.

#### ORAL PRESENTATION OF STORIES

##### Chapter I

##### 1. In the primary grades.

Important aims.

- a. To secure habit of voluntary attention through interest.
- b. To furnish material for foundation work in reading.

##### 2. In the home.

- a. To sow seeds of culture by properly selected material.
- b. To mold lives by right impressions.
- c. To create interest in study. Note 1.

##### 3. In the kindergarten.

- a. To secure spontaneity of movement of mind, as of body by games.
- b. To induce harmonious action of will, feeling, and knowing power.

##### 4. Relation to reading.

- a. Necessary means of acquiring ideas before child learns to read.
- b. Motive furnished,—to get something worth the effort,—“to get stories out of books.”
- c. Reading an *instrument* of culture.

<sup>1</sup> Published by The Macmillan Company; price, \$1.25.

- d. Progress in learning to read greater when mind is stimulated with interesting material.
- e. Fault of ordinary primers and first readers remedied. Note 2.
- 5. Relation to other subjects.
  - Importance of oral work in Bible, nature study, home geography, first work in United States history.
- 6. Historical basis.
  - a. In patriarchal times.
  - b. In Israel.
  - c. In Greece.
  - d. In other nations. Note 3.
- 7. Advantages of oral method.
  - a. To give greater clearness and interest.
  - b. To secure more vigorous expression on part of teacher and pupil.
  - c. To induce freedom of activity in gesture, facial expression, intonation, etc.
  - d. To encourage self-expression in blackboard sketching, pencil work at desk, paper cutting, clay modeling, construction work (various forms of manual training). Note 4.
  - e. To make teacher a real educator.
  - f. To put new life and spirit into school work.

### Chapter II

- 8. How cultivated.
  - a. Knowledge of life as found in —
    - (1) Human nature.
    - (2) Physical world.
    - (3) Occupations.
    - (4) Concrete illustrations.
    - (5) Society.
  - b. Knowledge of child life.
  - c. Mastery of story.
    - Determining,—
      - (1) Central idea, or *aim*.
      - (2) Arrangement of essential topics.
      - (3) Use of familiar illustrations.
      - (4) More than mere knowledge of facts.
  - d. Choice of language to secure —
    - (1) Simplicity of expression.
    - (2) Proper use of author's language.
    - (3) Freedom of expression.
  - e. Other modes of expression conducive to interest.
    - (1) Liveliness of manner.
    - (2) Good humor and tact.
    - (3) Strong imagination.
    - (4) Real appreciation of story best adapted to need.
    - (5) Simplicity and definiteness of description.
    - (6) Profuse use of figures appealing to imagination.
  - f. Importance of blackboard outlines in grades above second.
  - g. Development lessons. (Illustrated in Note 5.)
  - h. Reproduction.
    - The *real* test,— pupil's ability to think and speak for himself.
  - i-k. (See book, if desired.)

### Notes

1. "Our Heavenly Father, in giving his Word, did not overlook the children. In all that men have written, where can be found anything that has such a hold upon the heart, anything so well adapted to awaken the interest of the little ones, as the stories of the Bible? In these simple stories may be made plain the great principles of the law of God."—*Education*, page 185.

2. The True Education Readers are not open to this criticism, since the vocabulary and plan are drawn from the Oral Bible and Nature Lessons. (See Outline prepared by Miss Katherine B. Hale.) Note also that the two kinds of work suggested by Dr McMurry, namely, story-telling, and drill exercises in learning to read, are thus pro

vided. (See also Suggested Series of Sentences for foundation work by same author.)

3. "As they journeyed [to the annual feasts], the experiences of the past, the stories that both old and young still love so well, were recounted to the Hebrew children."—*Education*, page 42. "In both the school and the home much of the teaching was oral."—*Id.*, page 47.

4. "The use of object-lessons, blackboards, maps, and pictures, will be an aid in explaining these lessons, and fixing them in the memory."—*Id.*, page 186.

5. The "Development Plan" is well adapted to the Oral Bible and Nature Stories. Under (2) in the book, the condition of the earth in the beginning, if clearly presented, may be used to awaken interest in the Creator's plan of removing these conditions; we note that the first condition "without form," was doubtless removed when "the Spirit of God moved upon the face of the waters;" light removed the darkness; the "deep" gave way to appearance of dry land. Similarly, we may from the work done each day lead the child to judge what was probably done next. Under (3) if we remember that God's purpose in creation was to have the earth inhabited,—to prepare it for man's home,—this most interesting aim may be held before the child as the story proceeds, thus furnishing material for the "development method."

## *Part II: Book, "Mistakes in Teaching," by Miss Preston's Assistant<sup>1</sup>*

*Assignment:* Nos. I-VII, to cover the months of September and October.

### No. I. Government

1. What information does the preface give concerning the Miss Preston who figures prominently in Preston Papers?

2. What would you consider legitimate noise in the schoolroom and on the playgrounds? Note 1.

3. What is the basis of self-government?

4. What is the natural result of letting a student know that you mistrust him?

### No. II. Reports

1. How can teachers' meetings be made more beneficial?

2. Why did Miss Preston not give her report in the September meeting?

3. What benefits were derived from the October outing with her students? Note 2.

### Nos. III, IV. Punishment

1. What should be the purpose of all punishment? (Original answer.)

2. Why are sarcasm and ridicule not proper means of punishment?

3. What bearing should the motive of the offender have on the punishment he should receive?

4. What are Miss Preston's positive and negative methods of government?

5. Why should corporal punishment be administered in private? Why not immediately after the offense?

### No. V. Museum

1. What advantage was there in choosing the unruly boy to help prepare the museum?

2. How was the museum conducted?

3. How did the museum help to govern the school?

4. How can you make the information given in this paper practical in your own school?

### No. VI. Responsibility

1. What effect has the schoolroom environment upon the conduct of the students?

2. What unusual interest shown in her students by Miss Preston causes the school board to be willing to supply her wants?

3. What were some of the results of making the schoolroom pleasant? Note 3.

<sup>1</sup> Published by Hinds, Noble & Eldredge, New York. Price, \$1.

## No. VII. Geography

1. In what respect do you agree with Miss Preston's methods of teaching geography? Why? Note 4.
2. In what, if at all, do you disagree with her? Why?

## Notes

1. Many classes are quiet through sheer listlessness or dullness. What is needed in a school is the order of life, not the order of death. Order means having every child in the school attending to his own duty, and attending to it, of course, in the quietest possible manner. So long as no individual in a school is attending to another's business, or doing anything to attract the attention of any other person, efficiency should not be sacrificed for the sake of silence. A good breeze is all right if it does not come in squalls. Perfect order may be quite in harmony with a considerable amount of noise. In a factory, for instance, although the noise of machinery may be deafening, and the bustle of workmen may appear quite confusing to an outsider, everything is usually in the most perfect order. Order does not necessarily mean repression. The order needed in school is work systematized. This is genuine order, the only kind that will last.—“*Mistakes in Teaching*,” Hughes.

2. To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom. In some schools the teacher is always with his pupils in their hours of recreation. He unites in their pursuits, accompanies them on their excursions, and seems to make himself one with them. Well would it be for our schools were this practise more generally followed. The sacrifice demanded of the teacher would be great, but he would reap a rich reward.—“*Education*.”

3. No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion. In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school-grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of care-taking will be encouraged; and the spirit of fellowship and cooperation developed will prove to the pupils a lifelong blessing.—*Id.*

4. To the earnest teacher, then, the earth is not a mere material thing, but it becomes, instead, the complement of man by challenging him to a combat with physical forces that by action and reaction develop him in all the elements of his nature, physical, mental, and moral. This improvement that has come in the line of geography teaching in the past years has led away from the old barren ideas of dead forms to something with life and inspiration in it. From the sailor geography of capes, headlands, bays, and harbors, or the traveling man's mental picture of railroad lines and dots for cities on the map as the exclusive effort of the child, it has developed into a study that breathes of landscapes with brooks and meadows, farms of waving grain and grazing herds, railroads with steel rails and panting locomotives, and cities bustling with commercial life.—“*The Teacher at Work*,” Bender.

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## Work for Reserve Power

IN order to have any success in life, or any worthy success, you must resolve to carry into your work a fulness of knowledge,—not merely a sufficiency, but more than a sufficiency. In this respect, follow the rule of the machinists. If they want a machine to do the work of six horses, they give it nine-horse power, so that they may have a reserve of three. To carry on the business of life, you must have surplus power. Be fit for more than the thing you are now doing. Let every one know that you have a reserve in yourself,—that you have more power than you are now using. If you are not too large for the place you occupy, you are too small for it.—*President Garfield.*

# OUR ROUND TABLE

QUESTION BOX

## The Importance of Oral Composition

BY LAURA FOSTER-RATHBUN

THE importance and value of training in oral composition have impressed themselves more and more forcibly upon my mind each year during the past eleven years. Oral composition is of even greater value than written, because we use it in every-day life ten times as often. Training in oral expression is an aid to improved written expression,—since the same principles of grammatical accuracy and rhetorical form apply to each,—but with this advantage, that with oral themes there is time saved to the student in preparing manuscripts and to the teacher in examining manuscripts.

But another advantage found in oral work is still more pertinent. The correction of errors, commendatory comments, or suggestions for improvement are given to the speaker by fellow students or teacher while the matter is fresh in mind. We can carry out the old adage, "Strike while the iron is hot." In written work there is an interval of from one to ten days between the writing and the receiving of the corrections. With a set of long written themes from a large class, a teacher may himself be perplexed to know why he made a suggestion in the first one by the time the last is finished and all returned, and if inquiry be made, he may recollect only with difficulty. Inquiry is seldom made, however, as the student's interest is gone; he lives in a strenuous present.

In all my English classes, I find or make opportunities for oral themes, but especially in the tenth-grade rhetoric and composition class, where I give oral composition an equal share of the time with written, alternating the two.

We have adopted Brooks and Hubbard's text in the Lake Union, and, when an oral theme is assigned, each student chooses one of the suggested subjects and prepares an outline for a three-minute talk. As this preparation will probably not take more than fifteen minutes, reading in American classics is also assigned for the same day, to be reported on at a later date.

When the class assembles, as many talks are given as there is time for. The student, when called upon, gives his outline to the teacher (retaining a copy of it if he chooses) and, standing before the class, presents his "theme" in as clear, direct, and interesting a manner as possible. He is responsible for holding the interest of his audience. If he



violates grammatical usage, makes false starts, is incoherent, rambling, or verbose, his auditors may give significant looks or take notes. When he has finished, criticisms or comments follow. At the close of the recitation those who have not recited hand in the outline that was prepared. Some of the talks may be given on the following day, when the main assignment will be a written theme.

Last winter I also divided a class of eighteen into three groups, and assigned each student a five-minute talk on Current Events every third Friday. On the other Fridays he had reading assignments. Those not speaking wrote a secretary's report of the meeting each week, and the best one was read the following Friday. Sometimes, to save time, I wrote corrections or commendations on slips of paper and handed them to the speakers as they passed out. The subjects were chosen by the student and placed on the blackboard from two to seven days beforehand, to prevent duplication and unwise choosing. During the last month, when the class was studying argumentation, oral debates took the place of these talks on Current Events.

In college rhetoric, similar work is done,—the details of the plan differ, but the same proportion of time is given to oral expression,—but I think this training should not be delayed until the college course.

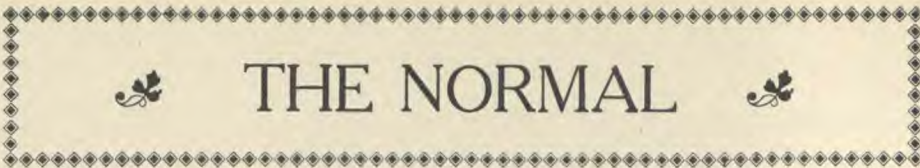
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## Honesty in Business Deal

BY E. B. SMITH

THE idea has taken root in the minds of many that a successful business man can not be honest, but such is not the case. There is no legitimate business which can not be conducted on Scriptural principles, and which can not be carried on by Christians. Such Bible characters as Job, who regarded his great wealth as a talent entrusted to his stewardship, strongly emphasizes this. God said of him that he was "a perfect and an upright man." The prophet Daniel is set forth as a model business man. As prime minister of Babylon he was entrusted with the affairs of earth's mightiest nation, and he performed his duties with such accuracy and faithfulness that even his enemies could find no fault concerning the kingdom, but said, "We shall not find any occasion against this Daniel, except we find it against him concerning the law of his God." The book of Proverbs and the Psalms, as indeed the whole Bible, contain many direct and practical principles which should govern the business man in his dealings with his fellow men, and which at the same time explicitly affirm that righteous dealings are the surest road to success in business.

These principles so clearly set forth in the Scriptures should be made the basis of all teaching of commercial methods. Some regular period of time each day should be set apart for instruction in Christian business principles, when all regular students will be present. Short talks and addresses should be planned, as these will be of great inspiration to the student.



# THE NORMAL

## Outline in Geography

BY GRACE O'NEIL ROBISON

THIS outline for teaching geography will be given in four parts, each covering two months' work, leaving the month of May for general review. The first two parts will complete a general survey of the world, one feature at a time; the next two parts take up the study in detail, following the territorial divisions of our General Conference organization.— ED.

### Author's Introductory Note

This outline is made to be used with Morton's Geography, and follows the World Plan. Instead of taking up one continent at a time and studying all its important characteristics and features, these things are studied one at a time and over the entire world. For example, instead of studying Drainage six different times as the various continents are taken up in full, the drainage of the entire world is studied, comparing one continent with another. And so on with Surface, Vegetation, Religion, Government, etc.

The outline is designed to cover the entire subject of geography in one year, and takes up the subject from the standpoint of our work and message in the world. It is intended to follow the geography given in Nature Books, 1, 2, and 3. Since the work in these books is based on creation week, the same plan is followed in this outline, the subjects being taken up for study in the same order as the events of creation week. If the outline is carefully followed, the student will easily be able to complete the subject in one year; he will obtain a thorough knowledge of geographical facts, as well as gain a clear idea of the extent of our work throughout the world and the progress it is making.

As a means of making the study more interesting and fixing more firmly in the student's mind the things he studies, a geographical note-book is to be made, which will consist of drawings, illustrations, compositions, missionary maps, etc. Drawing-paper should be used for the pages of the note-book, together with outline maps of the continents and outline maps of the world, all being bound together in a substantial way at the close of the term when the book is completed. Outline maps suitable for this work may be obtained of Latta's School Supply House, Cedar Falls, Iowa. Price, 100 for 30 cents. There are two grades of maps. Use the better maps for the note-books, and the cheaper maps for the review work referred to throughout the outline.

## OUTLINE

**FORM AND SIZE OF THE EARTH.**—Study Morton's Advanced Geography, pages 5, 6. While studying this subject, begin your note-book. The first page may be lettered, "In the beginning God created the heaven and the earth;" or the earth may be shown in its shapeless condition, with the lettering, "The earth was without form, and void; and darkness was upon the face of the deep."

**MOTIONS OF THE EARTH AND LENGTH OF DAY AND NIGHT.**—Study pages 6, 7. Make an appropriate page for the note-book, showing the first and second days of creation. This lettering may be used: "God called the light Day, and the darkness he called Night."

**REPRESENTATIONS OF THE EARTH WITH LATITUDE AND LONGITUDE.**—Study pages 9, 10. On the next page of your note-book make a drawing of the globe showing meridians and parallels having special names.

**SURFACE OF THE EARTH.**—Study pages 10, 11, "The Surface of the Earth." For your note-book use an outline map of the world. The water should be just tinted blue, and the land also may be lightly colored. Across the map may be the simple lettering, "Let the waters be gathered together . . . and let the dry land appear." (This drawing will be used at the close of the study.)

**I. DIVISIONS OF LAND ACCORDING TO FORM AND SIZE** (continent, island, peninsula, isthmus, cape).—Study "Continents and Islands," page 11, and "Shore Forms of Land and Sea," page 13.

1. *Make a comparative study of continents as to size, shape, position, and outline.* Study these subjects under "Position, Extent, and Outline," pages 45, 107, 117, 138, 151, 159. Study "Review Questions," first paragraph, pages 105, 115, 135, 149, 157.

#### A. Suggestive Study of Continents as to Size

- a. Ask the student to make out all the comparisons he can of the size of the various continents. He should be able after his study to tell you that North and South America are the same in length; that the length of these two continents is the same as the width of Africa; that North and South America are just about the same in width, etc. As to area he will learn that Asia is nearly six times the size of Australia; that Asia is larger than North and South America together; that Asia is one third of the land area of the earth; that the New World is about one half the size of the Old World; etc.
- b. Name the continents in order of size.
- c. Give names of the continents as a spelling lesson.

#### B. Study of Continents as to Shape

- a. Ask the children to compare the shape of one continent with another. As a result they will form conclusions like these: (1) North and South America are each a triangle with the vertex at the south; (2) Africa is a triangle in shape; (3) Australia is an irregular oval; (4) Asia may be regarded as a trapezium; (5) Europe is a peninsula of the land mass of Asia.

#### C. Study of Continents as to Position

- a. Find the latitude of the northern and southern extremity of each continent.
- b. What is the breadth of each continent in longitude?
- c. What continent has no north latitude?
- d. What two continents have no south latitude?
- e. What two cities of the world have about the same latitude as New York?
- f. Give drill in finding latitude and longitude of certain points; as, mouth of Amazon River, Hawaiian Islands, Strait of Dover, Cape of Good Hope, Island of Formosa.
- g. Teacher may give latitude and longitude of certain places, and students point to them on the wall map.

#### D. Study of Continents as to Coast Line

- a. Compare the coast line of the Old World with that of the New.
- b. Compare the northern coast of Asia with that of North America.
- c. Compare Europe with Asia; compare North and South America.

- d. The southern coast of Asia affords advantages for commerce and navigation. Compare the southern coast of Asia in this respect to the southern coast of Europe and of North America; to that of Africa and of South America.
- e. What continent has the longest coast line in proportion to its size? Etc.
2. *Study the islands of the world.* See "Continents and Islands," page 11.
- a. Take one continent at a time and learn the name and location of every important island near it. Give these names in class as a spelling lesson.
- b. Drill until every student can readily locate any island of importance in the entire world.
- c. Name and locate all important island groups, and give the principal island of each group.
- d. Locate all archipelagoes.
- e. Name and locate the largest island in the world.
- f. For an oral review, teacher may name an island and have class quickly tell where it is found; or student may go to the wall map and point quickly to islands as named.
- g. When the study of islands is finished, give to the students outline maps of the continents, and for review work require the placing on them, from memory, of all the islands, archipelagoes, and island groups, with names properly spelled.
3. *Study the peninsulas of the world.*
- a. Taking one continent at a time, require each student to locate, name, and spell the name of the peninsulas of the entire world.
- b. What continent has the most peninsulas? What continent is a peninsula in itself?
- c. Notice peninsulas having special names; as, South America—the Patagonian peninsula; Asia Minor—the Anatolian peninsula; Spain and France—the Iberian peninsula; etc.
- d. Drills may be given similar to the following: Name in order the peninsulas of North America, beginning with any one you choose. Name the peninsulas of Eurasia in order, beginning with Kamchatka and naming to the left. Let the teacher name a peninsula and class locate, or teacher locate a peninsula and class name.
- e. For review work, give outline map to the student and let him place on it from memory the peninsulas of the whole world, spelling each name correctly.
4. *Study the isthmuses and capes.* Follow the same plan as for islands and peninsulas.
- a. What two isthmuses have become famous? Why?
- b. Teacher may mix the names of islands, peninsulas, capes, and isthmuses, and let class tell quickly what and where.
- c. It is not necessary to learn every cape in the world, but only the most important ones.

## II. DIVISIONS OF LAND ACCORDING TO ELEVATION (mountains, plains, plateaus, and valleys).—Study of "Relief of the Land," page 12.

1. *Mountains of the whole world.* Study "Changes Made by Natural Forces," pages 26, 27; also pages 46, 107, 108, 117, 118, 138, 139, 151, 159.
- a. Make a careful study of the mountain systems of each continent. Compare the systems of one continent with those of another.
- b. Name and spell the principal mountain ranges of each system throughout the world. Name and spell the high mountain peaks of each range in each continent throughout the world.
- c. At the close of the study of mountains, again give the students the outline maps, and from memory let them place mountain systems, ranges, peaks, and volcanoes.
2. *Plateaus of the whole world.*
- a. Look up the plateaus of each continent in the world. Be able to spell, name, and place each one on outline maps.
- b. Name the highest plateau of each continent and give height.
3. *Study of plains, valleys, and deserts.* Follow same plan as for mountains and

plateaus. Use outline maps at the close of each study as before directed.

- a. For review work, have map drills conducted by different members of the class. Let one go to the wall map and give a map study on the surface of any continent you may ask, giving a complete description of mountain systems, ranges, peaks, of plains, valleys, and deserts. This is excellent review work, and it gives the child an opportunity to tell in a connected form what he knows.
- b. Give one lesson in which you mix the names just studied, letting the students tell what and where each is. Also let them point quickly to any of these on the map.

III. DIVISIONS OF WATER (oceans, seas, gulfs, bays, straits, channels).—Study "Shore Forms of Sea," pages 13, 14.

1. *Study of oceans.* Study "The Ocean and Its Divisions," pages 12, 13.
  - a. Make a comparative study of the oceans of the world.
  - b. Study pages 20, 21; also "Changes Made by the Ocean," pages 25, 26.
  - c. Locate all ocean currents and explain their course from the map.
  - d. Place oceans on outline maps.
2. *Study of seas.*
  - a. Name the important seas of each continent in the world, locate, and spell. Name the inland seas.
  - b. Place all names on the outline map for review work.
3. *Study of gulfs and bays.*
  - a. Learn all the important gulfs and bays in the world. Give as spelling lesson. Place all on outline maps as in previous study.
4. *Study of straits and channels.* Follow plan given for study of preceding subjects.

IV. DRAINAGE OF THE EARTH.—Study "Drainage," pages 19, 20; also "Changes Made by Running Water" and "Changes Made by Ice," pages 23, 25.

1. *Study of Rivers.* Study pages 46, 47, 51-53, 107, 108, 117-119, 138, 139, 151, 159.
  - a. Name, locate, and spell all important rivers of each continent in the world.
  - b. Name the rivers of each continent in the order of their length; in the order of their volume. Give length and volume.
  - c. Name all the rivers in the world that do not empty into the ocean.
  - d. Name all the river systems in Asia flowing north; all flowing south. (Follow similar plan with other continents.)
  - e. Make a careful comparison of the rivers of each continent.
  - f. In what continent do the rivers offer extraordinary advantages for commerce? In what continent are they very much impeded by cataracts?
  - g. Study navigable rivers and those not navigable for any great distance.
  - h. Give outline map to student and let him place the names of all rivers studied.
2. *Study of lakes.*
  - a. Name all the lakes of the world. Which are fresh lakes? Which are salt? Why?
  - b. Place all lakes on outline map from memory.

REVIEW WORK ON "SURFACE AND DRAINAGE."—Study the second paragraph of questions on pages 95, 105, 115, 135, 149, 157, and the third set of questions on page 43.

For oral review, mix names of rivers, gulfs, bays, seas, straits, channels, etc., and have pupil tell what and where each is. Also give drill in pointing out these things on the map.

Have map studies given by students on "Drainage" just like the drill given on "Surface."

Make a careful study of the comparisons of the surface and drainage of the world; as, North and South America are alike in that each has its principal mountain system on the west and a less important one on the east; in each continent the two ranges are connected by a great plain; each is drained by three rivers: the St. Lawrence corresponding to the Amazon, the Mississippi to the La Plata, and the Saskatchewan with the Red River corresponding to the Orinoco, etc.

NOTE-BOOK WORK.—At the completion of this study, place all important land and water forms on the outline map. The first outline map of the world is now complete, ready for the note-book.

### To Appear Next

To give teachers an idea of what comes in the next number, the following general forecast is here given:—

Vegetation of the Earth: Beginning a new outline map of the world for the locating of vegetable and mineral products.

Climate of the World: Drawing of the earth's positions illustrating the seasons; composition on "The Seasons;" outline map for ocean currents, trade winds, isotherms, zones, etc.

Animal Life of the World: Outline map for land and sea animals.

People of the World: Outline map for the races of men; composition on "Peopling of the Earth;" outline map for the occupations of men; tabulation of the nations, governments, rulers, and languages of the earth; composition on "Religious Liberty Among the Nations;" statistics on the religions, with an outline map for their location; composition on "Sacred Books of the World."

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## Physiology and Hygiene

BY G. F. WOLFKILL

"A KNOWLEDGE of physiology and hygiene should be the basis of all educational effort." Therefore no apology need be offered for this effort to call the special attention of teachers to this phase of their work. "Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a well-balanced character. Without health, no one can as distinctly understand or as completely fulfil his obligations to himself, to his fellow beings, or to his Creator. Therefore the health should be as faithfully guarded as the character."

"As the foundation principle of all education in these lines, the youth should be taught that the laws of nature are the laws of God,—as truly divine as are the precepts of the decalogue. The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or wilful violation of these laws is a sin against our Creator."<sup>1</sup>

The great task of the teacher is so to impress the pupil with the principles studied that he will conscientiously practise them in his daily life. Among educated people, it is not ignorance of the right, but a failure to practise it, that leads to the difficulty.

The conscientious pupil will not knowingly violate one of the ten commandments. Now if these pupils can be made to realize that the laws governing our physical organism are just as sacred as the decalogue, and that it is just as much a sin in the sight of the Creator to violate a correct principle of hygiene as to violate the commandment,

<sup>1</sup> These quotations are taken from "Education," pages 195-197.

"Thou shalt not steal," or, "Thou shalt not kill," it would seem as if the question of the pupils' putting into practise the principles we teach, is quite largely if not entirely solved. But, dear teachers, it must be remembered that we are required to believe these principles, and live in harmony with them, before we can expect the children to do so. If we are violating these principles in our daily lives, we can not expect to see the children practise them.

We are under the reign of law. Every movement and act of conduct is governed by a law, and it is only as we live in harmony with this law that we can have power. The law of our relation to law may be stated thus: Our strength is directly proportional to our obedience to God's laws. A good example is found in the growing seed. We have observed a grain of wheat raising the baked ground or pushing aside a clod. As long as it is growing, is living in harmony with the laws for its growth, it has power to lift many times its own weight; but if it were removed from this place, that same clod would crush and kill it. So it is with ourselves; many of the things that crush and wound us could be borne if we were living and growing in harmony with God's plan.

The idea that the purpose of the school is mere intellectual development, is coming more and more to be abandoned. The school must prepare the pupil for the practical duties of life. Gross ignorance and neglect prevail to-day in the homes. The most common rules for keeping the body clean are ignored because people do not appreciate the necessity of attending to these things. Many places may be found in the country and in the city where sanitation is neglected and disease invited.

Ignorance among the American people of all classes as to kinds and uses of foods is appalling. The result of this ignorance is bearing fruit in universal suffering from dyspepsia and other stomach and intestinal troubles. Many do not know what to eat, nor how, nor when to eat. We mix the most incongruous articles of diet, bolting them down in a hurry; we patronize the ten-minute lunch-counters, and become impatient if we have to wait a moment for service. We eat hot bread, and drink ice-water; we eat potatoes, and have rhubarb and ice-cream for dessert, then wonder why we have headache, heartburn, indigestion, or colic. The only wonder is that we survive this abuse of our bodies.

To correct these wrongs, we must teach the nature, value, and use of foods, and impress upon our pupils the importance of self-control. We must teach the child the nature and the care of his own body.

It will be much more impressive if we teach from the standpoint of the great controversy between good and evil. Teach that man was made perfect, in the image of God, with no deformity. Teach that our present condition is the result of sin. Teach what man's original diet was. Above all, teach that only by complying implicitly with the instruction we have been receiving through the spirit of prophecy can we ever bring our bodies back to a perfect condition. Teach that the only way we can resist the diseases so prevalent to-day, and the seven last

plagues when they are poured out, is to practise rigid self-control and live in strict harmony with every ray of light that may be received.

The text-book which we are advised to use for physiology is "Lessons in Hygienic Physiology," by Coleman. These studies in physiology will follow the order of subjects as this book presents them.

In the introduction several paragraphs are devoted to the study of the ameba and the lower animals. If the teacher can have access to a text-book on zoology and enlarge upon this lesson, it will add interest and lay a good foundation. The teacher should always be prepared to add something of interest that is not found in the book.

The paragraph on "Division of Labor" may receive special emphasis. Show that in a one-celled animal the one cell must perform all the functions of life, but when an animal has many cells the work can be divided among them. This lays a good foundation for understanding tissue, or that group of cells which performs a particular work.

The thought questions found through the book are good. Assign one to each member of the class. He may write the answer, or the topic may form the basis of a five- or ten-minute talk. The pupils may read other books for help in answering the questions, or ask their parents, a physician, or a nurse. The experience of finding things for themselves will be a great benefit to them. The teacher may think of other questions to give besides those suggested by the author. The written exercises are also good, and may be supplemented by the teacher as needed.

At the close of the introduction, the pupil is asked to draw the seven tissues. This is good. A carefully kept note-book is of great value to the pupil. The drawings should be made with ink. Let the drawings be kept in the note-book with the other written work. Do not require each pupil to write on all the exercises. One carefully and neatly written exercise is worth several careless ones.

Special attention may be called to the experiments. Often interest is aroused in a lesson in this way when other means fail. Some experiments that are not mentioned in the book may occasionally be given. One or two on carbon dioxide may be connected with No. 1 in the book.

**EXPERIMENT 1.**— Breathe into a fruit-jar or large-mouthed bottle, until you have filled it with carbon dioxide; now lower a lighted candle into the jar, and notice what happens to the flame. The flame is extinguished on account of the presence of carbon dioxide.

**EXPERIMENT 2.**— Have two clean fruit-jars. In one of the jars have a tablespoonful of common soda. Pour upon the soda a tablespoonful of vinegar. This causes carbon dioxide to be liberated. Now lower a lighted candle into the jar. The light is extinguished, thus showing that carbon dioxide is present. Now pour the gas from this jar into the other, going through the same motions you would in pouring out water. Do not allow any of the vinegar or soda to enter the second jar. Lower a lighted candle into this jar also. The extinction of the light shows that carbon dioxide has been poured into the jar. This proves that it is heavier than air.

**EXPERIMENT 3.**— Let one of the boys bring to school a small amount of lime. Place two or three spoonfuls into a quart of water, then stir. Permit the mixture to settle, then pour off some of the clear water into a glass. Now breathe into the water through a glass tube or straw. The water will become milky in color. This is a test for carbon dioxide, and shows that it is present in the exhaled breath.



# Lessons in Drawing

BY DELPHA S. MILLER

## Yearly Plan for Grade One

**MEDIUMS, TOOLS, OBJECTS.**—Crayola, clay, paper, blackboard, color chart, spectrum, colored sticks and papers, scissors, type solids, sand table.

**CORRELATION.**—Bible nature, reading, gardening, sewing, sloyd.

**PROBLEMS.**—Clay modeling based upon type forms and correlated with reading, Bible nature, and gardening. Type forms, sphere, hemisphere, cube. Other objects modeled; animals studied in Bible nature, leaves, flowers, fruits, vegetables, birds' nests, simple utensils, house based upon the cube.

**CRAYOLA.**—Drawings of autumn flowers, grasses, leaves, fruits, vegetables, in color. Simple landscapes from teacher's dictation and from memory and imagination. Illustrative drawings appropriate to the season; games and sports of winter; spring growths from field and garden; birds, and other animals studied in Bible nature.

**PAPER CUTTING AND TEARING.**—Cutting from patterns of fruit, vegetables, flowers, animals, and birds, followed by free cutting; cutting to dictation simple forms of furniture, utensils, tools; cutting of circles, squares, oblongs from colored papers for drill in color perception and for laying borders and other simple designs.

Paper tearing for story illustration.

Stick laying in simple designs, and for number drill.

**BLACKBOARD.**—Straight-line drawing involving two dimensions only; drawing of fruits, flowers, trees, birds, simple landscapes, based upon the Bible nature and reading-lesson matter; landscapes illustrating seasons. Teach terms involved, as vertical. Free story illustration, choosing any medium. Picture study.

### Plan for First Two Months

**BLACKBOARD.**—Exercise in passing to board, position, heeding directions. Teach manner of holding crayon; producing straight lines; light-gray lines by light pressure; white lines, using heavy pressure; use of broad lines. For drill in line drawing introduce a little game: The little men in white; they stand, they lie down, they walk very slowly down or across the board, they walk fast, they run. Teacher may count for them. Children may count. Teach terms, straight, slanting, vertical, horizontal. Vary this exercise by free drawing of goldenrod, daisies, grasses, and other things of nature most familiar at this time. The straight-line drawings may proceed by easy steps. Let teacher place at top of board such drawings as are given herewith. Many other objects may be introduced and simply drawn, as a bench, dresser, dining-table, chairs of various kinds, tools involving straight lines, houses differing in style. Teach drawing of square and oblong, finding center of upper horizontal line, placing point above, draw slanting lines from point to upper right and left corners. When boards are represented, the eraser is used for drawing windows and doors.

**CRAYOLA.**—Place crayola picture of simple landscape before class. Dictate the drawing and illustrate at blackboard. Draw colored landscape on board. Have class reproduce in crayola. Suggest a game, or children gathering flowers. Describe the imaginary picture. Have children reproduce it. Have each child draw picture of his own imagining. Place simple pictures of fruit before them for copying. Bring pears, apples, or simple vegetables to class. Draw them in color.

**PAPER CUTTING.**—Use cheap grade of paper. Teacher cut freely before the class a circle, peach, apple, pear, beet, carrot, simple animals, as little chicks. Display frequently child's painstaking efforts on walls of the schoolroom. Follow suggestions in yearly plan and occupation outline for clay modeling.

(For illustrations of blackboard and paper-cutting work, see the next two pages.)

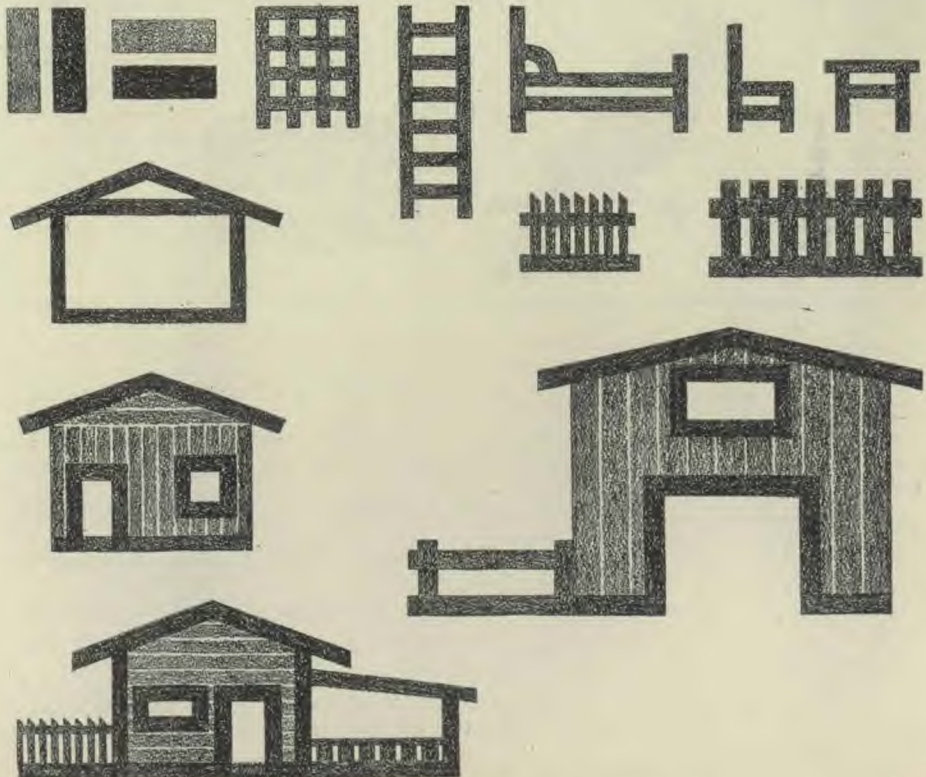
### THE OCCUPATION PERIOD

This work is based upon the Bible nature lessons. The weekly plans for the first month are here given to show how the work of the occupation period may correspond to that given during the drawing period. This is not a plan for the Bible nature storytelling, but has to do with the illustration of the memory verses and the occupational work only.

(For continuation of "The Occupation Period," with illustrations, see page 32.)



FREE-HAND DRAWING ON THE BLACKBOARD



STRAIGHT-LINE DRAWING ON THE BLACKBOARD

## Weekly Plans for First Month

FIRST WEEK.—1. Trace and cut or color birds. Pattern No. 1. Mount in note book.

2. Use patterns on card No. 2. Color flower petals yellow, center brown, stem green. Cut flower and book. Mount.

3. Model sphere in clay.

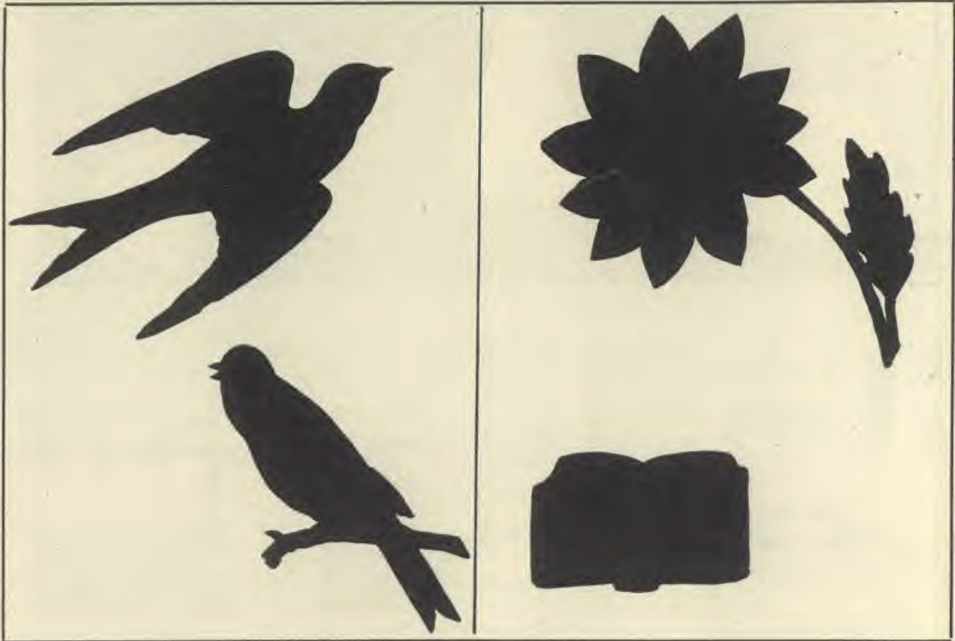
4. Cut circle one and one-half inches from square of black paper. Mount.

5. Teacher select occupation. Modeling of sphere, cutting of circles, laying of borders with circles or sticks, etc.

SECOND WEEK.—1. Mount square of black paper from which circle was cut.

2. Dictate folding and cutting of window.

3. Draw about circle pattern three fourths of inch in diameter. Arrange six in



row or arc. Color very carefully in order, red, orange, yellow, green, blue, violet.

4. Cut circle two inches in diameter. Write within, the word love.

5. Cut circle as above. Divide with pencil on diameter. Color one half black, one half yellow. Mount in note-book.

THIRD WEEK.—1. Draw three concentric circles, one, two, and three inches in diameter. Cut on the lines; reject the inner ring. Mount the circle inside the outer ring.

2. Dictate folding and cutting of pinwheel from square of tinted paper. Allow children to carry these home.

3. Use pattern No. 3. Cut clouds from white paper. Mount on strip of blue paper. Dictate proper placing. Mount in note-book.

4. Free cutting of trees bending in the wind, falling leaves, or ship. (See card No. 28.)

5. Review. Teacher select occupation.

FOURTH WEEK.—1. Model clay to represent land and water divisions.

2. Use pattern of hills and river, card No. 3. Cut from green surface paper. Mount on strip of pale-blue paper, extending one inch above and below the green paper. Mount in note-book.

3. Copy on drawing-paper with crayola the blackboard illustration.

4. Copy memory verse from board in note-book.

5. Cut from dictation a cup, using tinted paper. Mount in note-book.

## SUGGESTIONS TO THE TEACHER

## How to Use the Bible and Nature Poster Patterns

The cards are not to be placed in the hands of the pupils, but are for the teacher's use only. The outlines may be traced with hektograph ink, and any number of reproductions made (see "Church School Manual," page 367), or tracing-paper and carbon-paper may be used in place of the hektograph. The teacher may make duplicate patterns from stiff paper or cardboard and keep them in envelopes or boxes. These may be passed, and the class instructed to draw carefully about the outline. The exercise of drawing about a pattern, of coloring inside the outline, cutting on a line, and mounting in proper position, is of value in training the eye and the hand. No work should be accepted that is not the pupil's best effort. The more difficult patterns are best prepared by the teacher for the little ones in the first grade, who may then color or mount. As they gain in accuracy, they may be encouraged to undertake the difficult ones. Second- and third-grade pupils should be able to use the cut-out patterns independently, as directed above.

## Number of Drawing Periods

The alternation of drawing and manual training periods is here suggested. Much of the occupation work may be done during either of these periods. If fall gardens are made, the occupation period should not take the place of the necessary outdoor work. This period follows naturally the telling of the Bible nature story, but should not be given here if found impossible to supervise it properly. Two drawing periods are therefore suggested in the outline, and are to be used at the discretion of the teacher.

## Use of Memory Verse Note-Books

Before the children have learned to write the memory verses in their note-books, the mounted pictures serve to aid the memory, and even after the memory verses are copied from the board, the illustrations accompanying the verses are a reminder. They may be used as a drill exercise by turning from page to page as the children recite in concert. If the teacher prefers, all paper cuttings may be made in black.

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## Beginners' Reading-Lesson Plan

BY KATHERINE B. HALE

THIS outline has been prepared to aid teachers in the foundation work for primary reading. While intended to be only suggestive, yet it is believed that teachers will greatly strengthen their work by following this plan, or one likewise definite and inclusive. Questions on this work will be cheerfully answered through the journal at any time.—ED.

## SEPTEMBER

## First Week

**SUBJECTS.**—Introductory talks in Bible and nature; names of children; conversations upon home life and games.

**SALIENT THOUGHT.**—God's goodness.

**ILLUSTRATIONS.**—Pretty outdoor scene; objects introduced in the Bible and nature talk.

**SENTENCE DRILL:**—

## Series I

1. God is good
2. God is love

## Series II

1. I have a ball
2. I have a flower
3. I have a leaf

## Series III

1. God made me
2. God made you
3. God made the leaf
4. God made the flower

## Series IV

1. I can play ball
2. I can sit
3. I can stand

## Series V

1. Show me the ball
2. Show me the leaf
3. Show me the flower

**WORD DRILL.**—Children's names and God's name.

EAR TRAINING OR ORAL BLEND DRILL.—m-e, m-ade, m-y, m-ine, m-ama, m-ail, m-ilk, m-ill, m-any, m-an, m-arket, etc.; s-ō, h-ōe, bl-ōw, r-ōw, th-r-ōw, n-ō, l-ōw, etc.

PHONOGRAM PRESENTED.—m m m — ō ō ō.

LETTER FORMS.—o, g, d.

DEVICES.—1. To present sentences in Series I, use the song "Praise Him." (See True Education Reader Series, Book One, page 19.)

2. In presenting sentences in Series II, use sense games (feeling and smelling).

3. In presenting Series III, use questions in reviewing the thoughts presented in Bible and nature.

4. Series IV and V should be illustrated by action.

5. Word drill to be given on blackboard and on paper slips in script (tracing allowed).

6. Ear training. Action game.

7. Phonogram: Sound symbol and picture to be placed on flash-card (see "m" and "o" on page 15 of Reader One).

8. Letter forms: Arm movement in air and on desk, the oval compared to a track, and the crayon to the train moving on the track.

OCCUPATION.—Tracing name on board. Writing suggested letter forms on board and on unruled paper. Writing phonogram at board and at seat. Outlining picture of cow, and writing phonogram upon it.

### Second Week

SUBJECT.—Light and Color.

SALIENT THOUGHT.—God's love.

ILLUSTRATIONS.—First gift of the kindergarten; <sup>1</sup> prism; colors seen in fruits, flowers, leaves, etc.; chalk talk.

SENTENCE DRILL:—

#### Series VI

1. See! See!
2. See the flower!
3. See the ball!
4. See the leaf!
5. See the red apple!

#### Series I

3. The light is good
4. The red apple is good
5. The green leaf is good

#### Series III

5. God made the red apple
6. God made the yellow flower
7. God made the green leaf

#### Series V

4. Show me a red apple
5. Show me a yellow flower
6. Show me a green leaf
7. Show me a blue ball

#### Series VII

1. I see
2. I see the red apple
3. I see the yellow flower
4. I see the green leaf
5. I see the blue ball

#### Series II

4. I have a blue ball
5. I have a green leaf
6. I have a red apple
7. I have a yellow flower

#### Series IV

4. I can see

PHRASE DRILL.—The flower, the ball, the leaf, the light. The light. The red apple, the red apple. The green leaf, the green leaf. The blue ball, the blue ball.

SIGHT WORD DRILL.—Colors and objects.

PHONOGRAMS.—l-l-l and f-f-f-f.

EAR TRAINING.—l-ove, l-ight, l-ace, l-amp, l-amb, l-and, l-ame, l-ine, l-ack, l-ive, f-l-ower, f-eet, f-ace, f-amily, f-l-oor, etc.

LETTER FORMS.—l-l-l and f-f-f.

DEVICES.—Action reading game; sense games (feeling, smelling, and seeing); word flash-cards; phonogram flash-cards (picture of bell and kitty); hunting game.

OCCUPATION.—Draw balls and color them; cut out colored circles for use in action reading and counting. Draw the kitty; practise letter forms suggested; writing of figures 1, 2, 3, 4, 5, 6, 7.

<sup>1</sup> See Vol. III, No. 2, page 41, of this journal.

## Third Week

SUBJECT.— Air and Wind.

SALIENT THOUGHT.— Wisdom of the Creator.

ILLUSTRATION.— Chalk talks (fluttering clothes on line, windmill, bending trees, and fluttering leaves).

SENTENCE DRILL:—

## Series VIII

1. Good morning
2. Good night

## Series IX

1. It is not night
2. It is day
3. It is morning
4. It is light

## Series III

6. The air is for me
7. The air is for you

## Series IV

1. I can play in the day
2. I can not play at night
3. I can run
4. I can see you run
5. I can see the bird fly

## Series V

8. Show me the air

## Series VI

6. See the bird fly!

## Series VII

6. I see the bird fly
7. I see the leaf fly
8. I see all you see
9. I see the apple fall

## Series X

1. I do not see the air
2. I do not see God
3. I do not see all

## Series XI

1. You can not see the air
2. You can not see God
3. You can not see all

PHRASE DRILL.— The air, the air, for you, for me, the day, the night, in the day, at night, the bird.

WORD DRILL.— Day, you, me, not, night, bird, apple, leaf, all, I, it, it.

PHONOGRAM DRILL.— s-s-s n-n-n-ight.

## OCTOBER

## Fourth Week

SUBJECT.— Water and Land.

SALIENT THOUGHT.— Power.

SENTENCE DRILL:—

## Series XII

1. Do see the water!
2. Do see the land!
3. Do see the bird!
4. Do see the flower!
5. Do see the apple!

## Series IV

10. Give me water
11. Give me sand

## Series VII

10. I see the water
11. I see the land

## Series X

4. I do see the water
5. I do see the land

## Series I

8. The water is good

## Series II

8. I have water

## Series III

11. God made the water
12. God made the land

## Series VI

7. See the water!
8. See the land!

## Series IX

5. It is water
6. It is land

## Series XI

4. You can see the water
5. You can see the land
6. You can see the land and water

PHRASE DRILL.— The water, the water, the land, the sand.

NEW SIGHT WORD DRILL.— Water, water, give.

## Fifth Week

SUBJECT.— Plants.

SALIENT THOUGHT.— Love of the Creator.

ILLUSTRATIONS.— Objects and chalk talks.

## SENTENCE DRILL: —

## Series XIII

1. Here is grass
2. Here is an herb
3. Here is an apple
4. Here is a leaf
5. Here is a nut

## Series II

9. I have grass
10. I have an herb
11. I have an apple
12. I have a leaf
13. I have a nut

## Series VI

9. See the apple!
10. See the nut!
11. See the leaf
12. See the grass!

## Series VII

16. I see the bud, root,  
and stem

## Series XII

6. Do see the white, white root!
7. Do see the bud and the flower!

## Series I

9. The grass is good
10. The herbs are good
11. The apple is good
12. The leaf is good
13. The nut is good
14. The grass is for me
15. The herbs are for me
16. The apple is for me
17. The leaf is for me
18. The nut is for me

## Series III

13. God made the grass
14. God made the herb
15. God made the apple
16. God made the leaf
17. God made the nut

## Series IX

7. It is an apple
8. It is a nut
9. It is a leaf
10. It is grass

## Series X

6. I do see the apple
7. I do see the leaf
8. I do see the nut
9. I do see the grass

## Sixth Week

SUBJECT.—Plants (concluded).

SALIENT THOUGHT AND ILLUSTRATIONS.—See Bible and Nature Plan.

NEW WORDS.—Stem, bud, grow, pretty, any, root, white, tree.

## SENTENCE DRILL: —

## Series I

14. The root is good
15. The stem is good
16. The bud is good

## Series IV

17. Give me the root
18. Give me the stem
19. Give me the bud

## Series VII

16. I see the bud, root,  
and stem

## Series XII

6. Do see the white, white root!
7. Do see the bud and the flower!

## Series II

14. I have a root
15. I have a stem
16. I have a bud

## Series V

17. Show me a root
18. Show me a stem
19. Show me a bud

## Series IX

11. It is a red bud
12. It is a white root
13. It is a green stem  
bud

## Series XIV

1. Have you any flowers?
2. Have you any grass?
3. Have you any buds?
4. Have you any trees?
5. Have you any apples?
6. Have you any nuts?

## Series IV

12. Give me the grass
13. Give me the herb
14. Give me an apple
15. Give me a leaf
16. Show me a nut

## Series V

11. Show me the grass
12. Show me the herb
13. Show me an apple
14. Show me a leaf
15. Show me a nut
16. Show me all

## Series VII

12. I see the leaf
13. I see the nut
14. I see the apple
15. I see the grass

## Series III

14. God made the root
15. God made the stem
16. God made the bud

## Series VI

13. See the pretty bud!
14. See the white root!
15. See the green stem!
16. See the tree grow!
17. See the grass grow!
18. See the herb grow!

## Series XI

7. You see a bud and a  
stem
8. You see a flower and a  
bud

## Series XIII

6. Here is a bud
7. Here is a flower
8. Here is a root
9. Here is a stem



# Oral Bible in Grades One to Three

BY ELLA KING SANDERS

THIS outline is a continuation of that begun a year ago, and printed in all the numbers of Volume III of this journal. It is not the purpose of this outline to depart in any radical or essential way from that given in the "Manual;" it is rather to develop that outline more fully and enrich it with a variety of suggestions and devices, as well as to encourage a definite plan in its presentation. Any slight deviation from the order of the "Manual" outline is thought to be an improvement, and no teacher need fear that he is not covering the ground conscientiously if he follows the outline given here; he may rather congratulate himself on having the help of one who has taught this subject long and successfully.

Last year's outline covers the first term. It will pay any teacher who was not a subscriber last year, to procure the five numbers of Volume III of this journal, either from the publishers or from a former subscriber. In the present volume the outline begins with the second term. The author says: "Up to Lesson 10 I have covered all that is given in the three grades. From Lesson 10 to 15 I have followed the third-grade outline. If any teacher gives Bible to first year alone, he can divide the lessons by simplifying and giving more details. This should be done anyway, I think, if the pupils have never had this history. The outline of the third year includes all the Old Testament characters given in the others, but the story is condensed. After Lesson 30, the lessons coincide more nearly. Some may feel that in the sample developed lesson the introduction is as long as the lesson. I know that ground fully prepared yields more from a few seeds than it does from many seeds when half prepared. The object of each lesson is to plant a few truths in receptive hearts."—ED.

## SECOND TERM

### Lesson 1

AIM.—To make the connection with former lessons, and to show the pupils the origin of evil and the importance of resisting it.

INTRODUCTION.—Review briefly the week of creation, leaving man in his beautiful home.

LESSON.—Try to make real to the pupils the blessed and happy privilege of Adam and Eve to entertain heavenly visitors in their heavenly home, with not one thing to mar their happiness. Tell of another being who was permitted to enter that home, though unseen by them. Give his history, how he was once a happy member of the heavenly family, and lived to glorify God, his Creator.

Lucifer was perfect and beautiful, but he let selfishness come into his heart, and soon the peace of heaven was broken. Picture his work among the angels, sowing seeds of discord, and the result—his being cast out of his once happy home. The heavenly family were left in peace, though saddened by the loss of part of their number.

CONCLUSION.—Draw practical lessons about letting selfishness rule in our hearts. Warn against listening to words of discord, making it so simple that all can get this needed lesson. Mention the danger of this in the schoolroom. Ask questions easily understood and answered.

## Lesson 2

MEMORY VERSE: Gen. 3: 3, 4

AIM.—To help the children to understand what temptation is, and to shun it, and how our first parents were tempted.

INTRODUCTION.—Mention some interesting place where children would like to go, or something they would like to see or to have. Show the wrong of wanting what is forbidden.

LESSON.—Question about Adam and Eve's home, and tell about the privileges granted and the restrictions given. Tell the warnings given by the angels. Point out the steps that led to Eve's temptation. Satan came in disguise, as he always does now.

CONCLUSION.—Bring out how temptations come to us in disguise—often through playmates. Temptation is not sin. Keep away from temptation if possible. Where help comes from; only safe way is to obey.

Let questions cover principal points.

## SAMPLE DEVELOPED LESSON

## Lesson 2

## THE TEMPTATION

INTRODUCTION.—How many of you have ever visited a park where all kinds of animals are kept? Do you know what we call such a park? Yes, it is called a zoological garden. Do the animals run about in the garden as they please?—No, they have to be kept in cages and pens. Well, Eddy, tell us about the bears you saw there. Well, Robert, what is it? O! you saw the keeper feed the tigers? Yes, the little tigers are called cubs, and they look like our large pussy-cats. Yes, and the old mother lion plays with her babies just as our pussy-cat does.

Sometimes children get hurt at these gardens by wandering away from papa and mama and getting too near the cages. They have been told to be careful, but they want to see. We always get into trouble when we want what has been forbidden. We may be sure about this. There are many things in our lives we are not sure about, and there are some things we are sure about because we have tried them and found them out. If you touch the hot stove, you are sure you will be burned. What is it, May, that you are sure about? Yes, if you eat too much, it will make you sick. Well, George, what is it? Indeed, we know that the big boat went down into the deep sea. It is true that they were warned of the danger, but they were tempted; they trusted in that boat, and did not believe there was any danger. Jesus pilots our life-boat, and we must always mind what he says, and then we are safe. Then there are things which others who are older have tried and are sure about; should we be sure about these things when we are told? Yes, when mama tells us that certain things are harmful, we should not be tempted to want them. The Bible tells us about many things we are not to do, and we may be sure about them. We need not try to see whether we shall get into trouble if we do them, we may be sure about it.

LESSON.—Our lesson to-day is about some sure things—a story about a beautiful garden where all the animals were free to run about. (Sketch a garden here.) They would not hurt each other or any one. Who made this beautiful garden? Yes, it was God; and what did he say about all he had made? "It is good." What did he call the garden? What kind of trees were there? Who can tell some other things that were there? Who can name some of the animals that were there? Ella may name three. May may name four. Can John name five? Yes, we could not name them all, for there were many, many kinds there.

Adam and Eve were very happy in this beautiful home; there was nothing to make them afraid. There were flowers to beautify the meadows, and all kinds of fruit to satisfy their hunger. Then there was the river of life, from which they could drink when thirsty. There was music in the air from the hum of bees and the happy song of birds. Could you have such a beautiful place in which to live, do you think you would do just as you were told? Think how it would be if mama were to place many good things on a table for you to eat, but tell you that in the pantry was a plate of fruit which you must not touch, for if you did, it would make you sick. By and by some one comes in and tells you that your mama knew the fruit was good, and he tries to get you to eat of it because it would do you good, and make you wise. Are you sure what you would do? Are you sure, May, that it would not tempt you? Well,

do you think that you should listen to what the other person tells you, and begin to wonder if what mama told you was the truth? That is the way Eve did. God had told her not to touch the fruit on the one tree in the midst of the garden. The angels had visited Adam and Eve, and told them that an enemy sometimes visited the garden, and that they should guard against his snares. He could not harm them while they did as they were told.

Eve's first step was to wander away from Adam, the very thing she had been warned against. Next, she found herself looking at the tree which bore the forbidden fruit (sketch or point to a tree). Then she began to wonder why she could not have some of the fruit. Satan saw that she was near the forbidden tree, and this was his chance. What is it, John? No, she could not see Satan, she could only hear his voice. This voice came from a beautiful animal. How should she have answered his question when he said, "Hath God said, Ye shall not eat of every tree of the garden?" Yes, she should have turned and not listened to him. He did not come to her and say, "I am Satan, and I want you to mind me." O, no; he was wise, and got the beautiful animal to talk for him. He always comes in an unexpected way. Sometimes he gets one of our playmates to talk to us for him, to get us to disobey (tell an actual experience of this kind).

**CONCLUSION.**— You see that it was step by step that Eve was led into temptation. The temptation to do the wrong is not sin; it is when we listen to the voice and do as it says that we sin. The only safe way is to turn from the temptation when it first comes. Let us remember this story, and bravely say No, when tempted to sin.

We shall find many temptations right here in the schoolroom, especially wasting or losing moments we can never find. Other things, when lost, may be found, but lost moments, never. Jesus has promised to help us when we are tempted. He tells us to fear him and depart from evil (Prov. 3: 7). This means to honor him and turn from temptation. Let us remember that the only safe way is to trust and obey. (Repeat the memory verse.)

### Questions

- What happens when we want what is forbidden?
- How should we feel when mama warns us against danger?
- What do we know will come if we disobey God's Word?
- What did God say about all that he had made?
- What kind of home did he give Adam and Eve?
- What was in that home to make them happy?
- How many things were given to them?
- Who came often to visit them?
- What warning did they bring?
- What was Eve's first temptation?
- What is the only safe way when tempted?
- Through whom does Satan tempt us sometimes?
- What should we say when tempted to sin?

### Lesson 3

MEMORY VERSE: ROM. 3: 23

**AIM.**— To help the pupils see that yielding to temptation is sin, that sin brought shame and sad results, and that it is the same to-day.

**INTRODUCTION.**— Represent the forbidden tree in the outlined garden, and review the story of Eve's visit to it.

Tell how the successive steps taken by Eve led to her yielding to the tempter's voice. She believed a lie and disobeyed God, and then led Adam to disobey. This brought shame, sadness, fear, loss of their beautiful home, and all the sorrows of the world to-day. Picture the change that came to things that God had created and called good,—the change in the animal and vegetable creation, the sadness of Adam and Eve as they left their garden home to toil for what the earth had so freely yielded before. All nature was changed, the marks of death appearing everywhere.

**CONCLUSION.**— Temptations come to all, and bring sad results, though not always seen at once. We can not hide from God; and we may be sure our sin will find us out (Num. 32: 23). "Eve gazed and reflected, when she should have fled." Apply principles to childhood sins. Do not neglect to cover the lesson with simple questions,

## Lesson 4

MEMORY VERSE: 1 Cor. 15: 22

AIM.— To help the children to realize God's great love and mercy in the plan of salvation.

INTRODUCTION.— By some illustration, as taking a picture or a sheet of white paper and marring it with a blot of ink, try to impress how this fair world was marred. By questions find out the children's ideas of love and mercy. Review the last lesson sufficiently for connection.

LESSON.— Tell how the heavenly family sorrowed over man's fall; how the glorious Commander offered to show his love; how the songs of joy were hushed, and anxiety was seen on every face. Picture the heavenly family gathered to hear revealed the plan to save man. When it was all settled, songs of praise filled heaven.

CONCLUSION.— God showed his love to man; he did not turn him from his home to let him die. God is the same to-day, and is carrying out his plan to save us. He treats us better than we deserve, for we have all sinned.

## Lesson 5

MEMORY VERSE: Isa. 63: 9 (second clause)

AIM.— To emphasize still further God's love in the great sacrifice for man, and to show that true love manifests itself in thinking of others rather than one's self.

INTRODUCTION.— By some story, bring out the meaning of sacrifice—the giving up of self and all selfish interests for others.

LESSON.— Not one selfish thought or act was manifested in the plan to save man. Tell of the love shown by angels in offering to die for man, and in the part they acted in revealing the plan of salvation, and how even now the whole heavenly family are busy carrying out the great plan. God gave the best he had (John 3: 16), Jesus gave his life, and the angels became foreign missionaries (explain how). So the whole heavenly family have shown true love.

CONCLUSION.— If God so loved us, we ought to love one another. We should be home missionaries, so when the opportunity comes we may be foreign missionaries. How thankful we should be for the heavenly foreign missionaries who are with us every day and night! Use questions to impress the lesson of love.

## Lesson 6

MEMORY VERSE: Eccl. 8: 13 (first clause)

AIM.— To show the results of disobedience and selfishness in the first family on earth, and to increase the desire in the children to be loyal to God.

LESSON.— Tell about Adam's boys, how they were tested, their home-school where they learned what God required of them. Explain what was typified by the sacrifices. (Draw or show a picture of an altar.)

In the first family there were those who were true to God and obeyed him, and there were those who served self and turned away from God. Show the results. Seth's children associated with the descendants of Cain. Tell how Adam tried to guide his great family aright, telling each generation what God had commanded him; also about his happy Eden home, and how he lost it. Picture his sadness at the first funeral.

CONCLUSION.— Did Abel receive a reward for being true? Was Cain's reward just as sure? Apply principle about evil associates. Go only where you can ask God to bless you in going, and do only what you can ask God to bless you in doing. Remember that questioning pupils reveals how much the story has impressed them.

## Lesson 7

AIM.— To set before the children the faithful examples of Enoch and Noah, who lived righteous lives, though surrounded by wickedness, and to draw practical lessons from their examples.

INTRODUCTION.— Review the previous lesson sufficiently to bring out the widespread wickedness in the earth even in Adam's day. Draw some sort of diagram to represent the descendants of Cain and of Seth, and show how they became intermingled.

LESSON.— God had a few chosen men who obeyed him. Tell how by wrong influences sin spread until nearly the whole world was wicked. They forgot Adam's story of the fall, and the promise of a Saviour. Tell of the faith of Enoch, who was brave

(Concluded on page 53)

# HOME EDUCATION

## EDITOR'S NOTE

This department is conducted by Mrs. C. C. Lewis, of St. Helena, Cal., who is the author of all unsigned articles. Parents are invited to send in to Mrs. Lewis or to the editors, questions or brief accounts of experience suitable to the purpose of this department.

## What Is the Trouble With the Education of Our Girls?

THIS is a question which has risen in my mind many times. Why is it, after we send our daughters to college, that at the end of four years' hard work they are still unprepared for the duty of directing their own homes? If we want them to have domestic science, we must send them to some technical school. If we want them to cope with simple diseases, we must send them to a sanitarium for a special course.

Is it wise to hold our boys and girls to the same subjects through their college course when their life-work calls for different training? Why not encourage, even require, our girls to take more physiology, hygiene, domestic science, and the chemistry of foods, with less mathematics and foreign languages, giving them equal credit with their brothers? If this could be done, there would not be such a lack in the home, where the health and happiness of the family depend so largely upon the knowledge of the mother in these practical subjects. We hear much about the importance of a thorough preparation for the teacher, the minister, and the doctor for their work, and this is as it should be. But what about the mother, who molds both soul and body of the child? Few think of her having special training.

Even if we do change the course of study in our colleges with a view to helping the women of the future, what about those who have finished school life proper, and are now in homes of their own, face to face with their responsibilities?

It is for these largely that the Home department of this journal exists. We hope you who belong to this class, and all others who are interested, will read and study with us some important matters in child training and home making. We hope you will be free also to tell us of your victories, your defeats, and your special needs, so that we may be of the greatest mutual help.

## Every Home a School

EVERY home that is blessed with children should be a school. Many mothers would be frightened at the thought of teaching, but they are all teachers, whether they so will or not.

Children are largely creatures of circumstances, and they learn more in the first few years of their existence than they ever do in the same length of time in after-life. What an opportunity, then, for the wide-awake mother to start her child on the road to perfect development!

Few mothers realize what a power they wield in their homes. The tone of the voice, the expression of the face,— even these have a molding influence on the plastic mind of the child. As never before, the world needs mothers,— mothers who are women of God, mothers who lead such simple, sincere lives that to know them is to love them.

The law of the land says we must send our children to school at from five to eight years of age; but every one knows that a child begins to learn long before he is sent to school,— yes, even in the first month of his life. In the first year, a child may be well started on his education. Parents, especially mothers, should recognize this. All the activities about a child have influence upon his life. Actions repeated at regular intervals become habits; so if we would train a child to be systematic, we have to be regular in our treatment of him.

If a mother wishes her child to be loving and lovable, she and her assistants must let no unkind look or word enter the nursery. All the physical wants of the little one should be promptly attended to. He should not be compelled by cries of rebellion to secure the attention which is due him, and which should be given him without the asking. On waking from sleep, let the child be greeted with smiles and loving caresses; thus, habits of contentment and sweet tranquillity will be established.

Obedience is one of the first lessons we have to learn. One writer says in substance, "Even a babe in arms can by gentle measures be taught to obey." Another writer says: "Almost before it can understand the full force of what you say, explain to the child the reason of the obedience you claim. The youngest healthy child is a reasoning creature, and if he sees why a thing is or is not to be done, his obedience will not only be more readily given, but he will gather faith that those about him are guided in their claims upon him by a loving desire for his welfare."

Parents must themselves be obedient to righteous laws, if they expect to secure obedience from their children. As far as possible the times of washing, dressing, feeding, and retiring should be regular and inevitable. By the law of association the child discovers the order of events, and gradually learns to do the right thing at the appointed time. He should be treated so kindly and so justly that, as he grows older, he will see that his parents' requirements are purely for his own good, and

not for any selfish whim of theirs, or desire merely to rule the child.

We must early teach our children that we ourselves are subject to laws, even the laws of God. On one occasion a little lad wanted his own way about a certain matter. His mother was firm but kind in her dealings. She told her boy that the Heavenly Father would be grieved with her if she permitted her little son to do wrong. She told him the story of Eli and of Abraham; and showed him how God was pleased with Abraham because he taught his son to be obedient, and was displeased with Eli because he permitted his children to have their own way. There was no further question about the matter. The boy saw that his mother was not yielding to a fancy of her own, but was conscientiously doing what she thought her Heavenly Father desired of her.

There is another important influence in the management of children which is too often overlooked; that is, keeping our word with them. Many times a parent actually teaches his child to doubt and to deceive, by his own neglect to deal promptly and honestly with the child. The parent should conscientiously keep his word. He should be slow to promise rewards, treats, or punishments, but having made a promise, he should be careful to keep it. The carelessness of parents in this matter is very sad indeed. If children met only truth and sincerity in their associations with their parents, how much easier it would be for them to be truthful in their own lives, and how much easier for them to believe their Heavenly Father!

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## Bible Picture of a Mother

It is a picture of a mother of the olden time that is before us. The story of Hannah is vested with rare interest. It is one of those narratives whose charm is their unadorned simplicity. Though living so long ago, when the world was so young, this mother stands yet, in the radiant spirit of her life, in the clearness of her faith, in the devotion of her motherhood, as a model for Christian mothers in these newest ages. There are some things that grow old and out of date, but motherhood does not. It is ever the same in its duties, its responsibilities, its sacred privileges, and its possibilities of influence. The old picture is new and fresh, therefore, in every age to every true-hearted mother who looks upon it.

When Hannah's child came, she considered it a part of her religious duty to take care of it. Instead, therefore, of going up to Shiloh, to attend all the great feasts, as she had done before, she stayed at home for some time to give personal attention to the little one whom God had given her, who was still too young to be taken with safety and comfort on such long journeys. No doubt she supposed she was worshiping God just as acceptably in doing this as if she had gone up to all the great meetings. And who will say she was not right? A mother's first obli-

gations are to her children. She can have no holier nor more sacred duties than those that relate to them. No amount of public or religious service will atone for neglect of these. She may attend temperance and missionary meetings, and abound in all kinds of charitable activities, and may do much good among the poor, carrying blessing to many other homes and being a blessing to other people's children, through the Sunday-school or mission-school; but if she fails, meanwhile, to care for her own children, she can scarcely be commended as a faithful Christian mother. She has overlooked her first and most sacred duties, while she gives her heart and hand to those that are but secondary to her. Hannah's way evidently was the true one. A mother had better be missed in the church and at the public meetings than be missed in her own household. Some things must be crowded out of every earnest life, but the last thing to be crowded out of a mother's life should be the faithful and loving care of her children. The preacher may urge that every one should do something in the general work of the church, and the superintendent may appeal for teachers for the Sunday-school; but the mother herself must decide whether the Master wants her to take up any religious work outside her own home. For the work there she surely is responsible; for that outside she is not responsible until the other is well done, and she has time and strength for new duties.—*J. R. Miller, in "Silent Times."*

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## A Talk About Seeds

It is wonderful what an intelligent mother can do for her children while they are too young to be sent to school. The principal thing a young child needs to learn the first seven or eight years of his life, is to use his eyes, ears, and hands properly. He should learn much about the birds, trees, flowers, fruit, the domestic animals, and all the common things about his home. He should learn to use his hands deftly in all tasks within the limit of his strength and ability.

It is a good plan to follow the seasons, in a series of talks about the common things around the home. I will here illustrate what I mean by giving a lesson worked out by one mother with her two little girls.

"Mama, you have not finished that story about the seeds. Tell us some more about them."

"Very well; you remember I told you how all summer long Mother Nature has been laying up food for her children. Tell me about some of the seeds you can think of, May."

"I found seeds in my apple, and in my grapes, too, mama."

"Let us get an apple and examine it. Bring me a knife, and we will see how it looks."

"Why, mama, my apple has four little rooms in it, and they are so smooth and nice on the sides. I guess that is the little seeds' bed."

"How many seeds have you, Edna?"



"I have four seeds."

"How many have you, May?"

"I have only two seeds."

"Sometimes there are more than four, and sometimes Mother Nature is interrupted in her work, and does not finish it; just as in May's apple there were four little rooms, but only two seeds. Well, tell me about some other seeds."

"I know, morning-glory seeds, mama."

"O, yes! I know, watermelon and squash and pumpkin seeds."

"Do you know of any seeds that are good to eat?"

"Eat seeds!"

"Why, yes; did you not know that some seeds are good for food — peas, for example?"

"O, yes! and wheat, and corn, and beans."

"Why, yes; I wish I had time to tell you a story about a grain of wheat."

"I wish you would *take* time, mama."

"Do you know of any seeds we eat without cooking?"

"Well, mama, would walnuts be one kind?"

"Yes, that is a good example."

"And peanuts, too?"

"Peanuts! O, no! they are not good raw. They are roasted when we buy them. But there is some one rapping at the door, and we are not half through with this seed story. Would you like to have a sewing card, children? May, you may sew an apple, and Edna may sew three red cherries on a stem. First you may draw them on your tablet, and I will get the sewing cards for you."

The sewing cards may be made, or bought already cut and perforated.

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## The Seedling

PAUL LAWRENCE DUNBAR

As a quiet little seedling  
Lay within its darksome bed,  
To itself it fell a-talking,  
And this is what it said:

"I am not so very robust,  
But I'll do the best I can;"  
And the seedling from that moment  
Its work of life began.

So it pushed a little leaflet  
Up into the light of day,  
To examine the surroundings  
And show the rest the way.

The leaflet liked the prospect,  
So it called its brother Stem;  
Then two other leaflets heard it,  
And quickly followed them.

To be sure, the haste and hurry  
Made the seedling sweat and pant;  
But almost before it knew it,  
It found itself a plant.

The sunshine poured upon it,  
And the clouds, they gave a shower;  
And the little plant kept growing  
Till it found itself a flower.

Little folks, be like the seedling,  
Always do the best you can;  
Every child must share life's labor,  
Just as well as every man.

And the sun and showers will help you  
Through the lonesome, tolling hours,  
Till you raise to light and beauty  
Virtues fair, unfading flowers.

# The Kindergarten in the Home

BY KATHERINE B. HALE

## Gift Five<sup>1</sup>

THE child's enjoyment in playing with his toys does not depend so much upon what the toy is, or on its outside shape or appearance; its value is derived from what he is able to reproduce from it, also from how many thoughts and how much observation and comparison he may be able to connect with the object which he calls into life by his imagination. Its value consists in the awakening of sentiment and in mental development.

In Gift Five of the kindergarten, Froebel provides the child with further material appropriate to his enlarging observational and imaginative powers. The large cube of this gift should always be reserved for the child of five or six years of age, never being given until the last year of the kindergarten course.

Having played for some months with the third and fourth gifts separately, and also in combination, he is presented with this larger building gift of twenty-seven cubes. As the gift is turned upon the kindergarten table, the child is delighted with the wealth of material, and as he finds later that the parts of this gift are not only multiplied but diversified for his enjoyment, his satisfaction is more than momentary. For has he not already wished, perhaps, that he might have more cubes for building larger houses, longer fences, broader sidewalks? Here is his wish provided for — and more! He finds in this gift a new and interesting shape — the triangle. There are six large triangles and twelve smaller ones, which have been produced by cutting three cubes diagonally into halves, and three other cubes diagonally into quarters. This makes, in all, thirty-nine building pieces, there being twenty-one whole cubes and five divided cubes in the gift.

Upon receiving the fifth gift, the child examines it first as a whole, comparing it with the third and fourth gifts. He first observes the difference in size. In dividing the gift he may be directed to move the left part a space to the left, and the right part one space to the right. He thus discovers that his new building material is divided into three instead of two equal parts. He learns that these parts are called *thirds* instead of *halves*.

Placing these thirds into a whole cube again, he may be directed to divide by taking off from the top. Again he finds thirds. He next divides by moving one part forward and one part back. Here again are thirds. He may then proceed to divide thirds into ninths, and from ninths he separates the parts into twenty-sevenths.

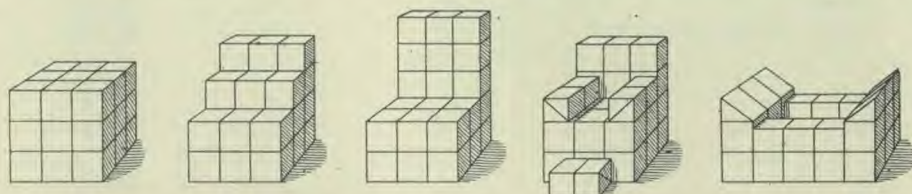
While performing these divisions, he discovers the divided cubes. We suggest that he examine the faces of the large triangles. Each large

<sup>1</sup> This article continues a series begun in this journal last year and covering the first four gifts.

triangle has two square faces, one oblong, and two triangular faces — five faces in all. He puts the half pieces together with the oblong faces touching; again with the triangular faces touching; also in any position that will make the child familiar with the different-shaped faces and their location.

The child *sees* that it takes two halves to make a whole. He *sees*, also, that it takes four quarters to make a whole. He sees that each quarter has one square face, two oblong faces, and two triangular faces. He is led to place these quarters together in different positions, joining various faces each to each. He may then join the four quarters in all possible positions. The child sees that in whatever position the triangles are placed, their contents are always the same. This fact, like all others, is **SHOWN**, and not simply told to the child. *When the child discovers a fact for himself and enjoys the thing discovered, he will make that fact his very own.*

Let the handling of the building material be always carefully supervised, always dictating upon its presentation a few simple moves. Not until the child is somewhat familiar with the proper handling of



the material should he ever be left to original invention and free play.

It is advisable always to start with the figure of the cube.<sup>1</sup> A series of steps may be made as a result of the following dictation: "Lift the *three front cubes* and place them upon the *three back cubes.*" This dictation leads to the next move: "Take the three cubes that form the middle step, and place them upon the upper step." This makes a *large chair*. We may proceed to turn the large straight-backed chair into an *easy chair*. Perhaps we are thinking of the story of Joseph to-day. If so, the big cube as it stands before us, when first turned upon the table, will help us think of the prison into which Joseph was cast. The many cubes of which the gift is built will suggest the many rooms or cells in such a prison.

Before any further dictation, we can give a word-picture of Pharaoh's palace. In this palace there were rich draperies, soft couches, easy chairs. At this point dictate the move that produces the first change in the cube steps, and speak of the entrance to the king's palace, and the throne upon which he sat. Dictate the bed, and tell of the king's dream. Dictate the easy chair and the foot-bench.

It is important that every block of the gift be used in building

<sup>1</sup> These drawings are taken from "Paradise of Childhood," by Wiebe, published by Milton Bradley Co., Boston and Philadelphia.

the figures that are to illustrate a story or represent a subject of thought. This will impress the child with the fact that every simple piece has its place to fill, its duty to perform,— a simple concrete explanation of the high moral sentiment which should be brought into close relation with every daily duty. Each child must be made to feel that he has a place to fill; that small as he is, if out of place, the beauty of the general whole is destroyed.

The children will enjoy building figures to represent familiar objects, as the table, an armchair, a bath-tub, a sofa, a well, a house, a schoolhouse, a church, a factory, a castle, a city gate, a monument, etc. The forms are, as far as practicable, developed one from another. Destruction must always be prevented and rebuilding adhered to. If any one of the objects does not require every single piece, form some smaller object that will employ the remaining pieces.

Remember always to converse with the child about the object that he is making. If he is building a mill, talk of the miller and of the little boy who goes with his father to work. The little boy wishes to know how to help his father when he is older. Ask what the miller grinds wheat for, and how. Thus direction is given to the child's thought.

When several children are building at the same time, the work of all may illustrate a single story. For instance, one child makes a bridge to cross to visit the house built by another. Another child builds a sofa upon which the visitors will sit to rest. After resting, we will bathe in the tub of another, then have a nice nap in some other child's nice bed.

But it was not in making houses and building villages only that Froebel expected to develop childhood harmoniously. It is the word of interest to one, sympathy to another, in short, love, which, like the sun shining softly everywhere, brings life and joy. "As those threads on the mountain's side are made up of multitudinous tiny leaves and mosses, nourished by countless invisible drops of spray, so did Froebel intend, gently, little by little, that we should lead the child on to a natural, gradual, beautiful development." So would the Master have the lambs of the flock nourished in the green pastures of his love. If the kindergarten materials are an aid to this end, well and good.

---

## Helping Backward Children

MANY mothers would be perfectly willing to help their children with their school work if they only knew how.

If a child is slow to read and spell, it will help to say, "Shut the d-o-o-r," "Get me a b-o-o-k, please," "Your hair is b-r-o-w-n," "Your eyes are b-l-u-e." Then encourage the child to tell you something the same way, even if it is only, "Look at the c-a-t."

If there are some new words to spell, give the child an old newspaper and a pair of scissors, and let him cut out the letters and form the words

WHO, BEEN, WORK, etc. This will impress the letters on the mind.

To tempt children to read, rouse their curiosity by putting a picture in the middle of the sentence; as, The (rat) went into a hole.

Tell a story and spell a word occasionally; as, "Once there was a dear little r-a-b-b-i-t and it had long e-a-r-s. It went for a little w-a-l-k one day in the f-i-e-l-d," etc.—*Harper's Bazar*.

## Talks to Children

### Talk IX<sup>1</sup>

BY MRS. MATTIE KELLEY

MANY of the people who lived at the time Jesus was born, did not know that God would send his Son to be the Saviour of the world, though God had told them about it in the Bible. But some of the people loved God, and read the Bible, and knew that Jesus would come to save them.

The night that Jesus was born some humble shepherds were watching their sheep near Bethlehem. There were wolves in that country, and the shepherds had to stay with their flocks all night to care for them.

As the shepherds watched their flocks, suddenly a very bright light shone around them, and they were much afraid.

Then an angel spoke to them, and told them not to be afraid, for he had good news for them.

He told the shepherds that Jesus was born in Bethlehem to be a Saviour to all the people of the world. And the angel said if they would go to Bethlehem, they would find the babe lying in a manger.

All at once there were a great many angels about the shepherds, singing and praising God. The shepherds watched the angels as they went back to heaven.

Then the shepherds went quickly to Bethlehem to see the Saviour. They found the little babe in the manger, just as the angel had said. Then they went back to their flocks, telling the good news to all the people they met. Learn these words that the angels sang: "Glory to God in the highest." Luke 2: 14.

#### Questions

1. Did all the people who lived at the time Jesus was born, know that God would send his Son to be the Saviour of the world? Did some know about it? Who?
2. What were some shepherds doing the night that Jesus was born?
3. Tell what the shepherds saw. Were they afraid?
4. What did an angel say to them?
5. Did they see more than one angel? What were they doing?
6. After the angels had gone back to heaven, where did the shepherds go? What did they find?
7. What did they do as they went back to their flocks?
8. Repeat some of the words that the angels sang.

<sup>1</sup> The first eight Talks of this series were given in Volume III of this Journal.

# Christian Education

H. R. SALISBURY - - - Editor  
W. E. HOWELL - - - Associate Editor

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## Work on Our List

Our large edition of the Campaign number was exhausted long before the orders were all filled. The September-October number will be equally useful in the campaign for subscriptions, and for this reason has been issued with some special features. Our list is making a steady growth, and we hope every lover of Christian education will continue to help increase it during the autumn and winter.

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## Bible Teaching in Our Schools

(Concluded from page 10)

the Word, back of what the inspired writer actually said and had in mind, what is the great truth that God seeks to set forth? Read the four biographies of the earthly career of Jesus in their historical setting, learn all the facts as they gather about the historic Christ as he moved and lived among the men of his times, read again those burning narratives until they fill your mind with a flood of thought about that divine person; but when you have done all this, there still remains the larger and vastly more important field of study, answering to the questions: What is God saying in all this? What is God's message in Christ and his cross? In seeking an answer to these inquiries, the soul is brought close to God, and we shall find our hearts burning within us as did the hearts of the disciples of old when Jesus drew near and expounded to them in all the scriptures the things concerning *himself*. Was not the Incarnation, the gift of the Holy Spirit, the written Word,— were they not intended as a revelation of God? Was not this Paul's great endeavor — not to write a history of Christ, worthy as that would have been, but rather to set forth the thought of God in the life of Christ who came into history? If then we get Paul's viewpoint, and indeed, the viewpoint of the entire body of the Inspired Writings, shall we not say that in the last analysis the task of the Bible teacher is to get possession of all the facts and thoughts of the Bible, and in the light of these interpret the thoughts, the acts, of God? Is not this central to all Bible study and Bible teaching? Can there be any doubt that the bringing of the student to see God as he has revealed himself will both edify and bring power?

## Opening Announcements

### THE WASHINGTON FOREIGN MISSION SEMINARY

THAT the very best of our young people, physically, intellectually, and spiritually, should give themselves to foreign missions, and that they should receive a special preparation for that work, are facts that must be apparent to all who have any conception of the task before us. To the Washington Foreign Mission Seminary has been committed the work of giving this special training. One of our young ministers now in the school taking special preparation for work in the Orient, said, "I never dreamed that you had here such facilities for training as you have."

Our new dispensary, established in a poor section of Washington only three months ago, has already outgrown its present quarters. Our method of practical Christian training has demonstrated its value. The ministerial course has been considerably strengthened this year. Are there not a large number of mature young people who have had some experience in the work, who will come to the Seminary this year, and receive a preparation to answer some of the many urgent calls that are being made, and that will be made at the General Conference? School opens September 4. It is important that students be here at the first.

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### SOUTH LANCASTER ACADEMY

South Lancaster Academy opens Sept. 4, 1912. Our new normal building, erected at a cost of ten thousand dollars, will afford excellent opportunity to train teachers. The last year was our most prosperous one, but the outlook for the future is still more encouraging. A large attendance means a better income, and consequently a stronger teaching force. You will not miss it by sending your children to the academy. The spiritual tone of the school is strong and uplifting.

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### WALLA WALLA COLLEGE

Many eyes are turned toward the old school, looking for the opening on September 11. "I wish vacation were over," is frequently heard. Many catalogues have been distributed, many inquiries have been answered, and the outlook for the coming year is very encouraging. There never was a greater demand for quality than now; there never was a greater need of advanced training than now. The college is striving to meet the requirements. The work is being strengthened; the standard of scholarship is high. The intellectual atmosphere favors cheerfulness, hard work, and success. The spiritual interests are given first place. Teachers and students in common have in view the speedy carrying of the gospel to all the world and the hastening of the coming of the Just One. The college has many friends at home and abroad. From her doors earnest young people have gone to far-away needy fields, and are doing good work for the Master.

## SOUTHERN TRAINING-SCHOOL

The Southern Training-school, at Graysville, Tenn., will open its doors for another school year September 11. As we look over the names of the young people in the different conferences, we wonder why there are not more availing themselves of the opportunities for obtaining an education. The time will come in the lives of many, when their life-work opens before them, that they will find themselves seriously handicapped by the lack of an all-round training for that work. Then what would they not give for another opportunity such as the school year of 1912-13 offers them? Young people, lay your plans to come to school. If a lack of means has stood in your way, take another look at the scholarship plan, then read what some of our students have done in no longer time than remains before the opening of school. The way will open to every young person who desires to qualify for the Lord's work, and we hope to meet many such the eleventh of September. Write for a calendar.

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## Reports From Summer Assemblies

## ATLANTIC UNION

THE Teachers' Institute of the Atlantic Union Conference held in South Lancaster Academy from July 3 to 24 has just closed. Prof. M. M. Hare, Mrs. H. E. Osborne, Mrs. Lee S. Wheeler, and the writer were the instructors in charge of the institute. Sixteen teachers were present. The teachers were very highly pleased with the instruction they obtained, and it proved to be a source of great encouragement to them. Two public-school teachers were present, one of whom was not of our faith. Before the close of the institute this one fully accepted every point of doctrine, and she returned home to Vermont a full-fledged Sabbath-keeper. These two teachers felt that they could not go back into public-school work again. They said that they were astonished beyond expression at the marvelous system of education that had been worked out by our people.

C. S. LONGACRE.

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### LAKE UNION

THE Lake Union Conference Summer School has become a regular part of our year's work. The college management, in counsel with the educational department of the union conference, conducts the summer term. Regular college work is done, and credit is given. The normal studies are especially emphasized.

In many ways the term just closed was the best summer school we have had for years. The enrolment, eighty-seven, was larger than usual. The students were earnest and purposeful; nearly all of them are planning to teach the coming year. The faculty consisted of sixteen teachers. While the school was decidedly inspirational, substantial class work was not neglected.



One of the new features of this summer term was the training-school, in which a number of grades were conducted for the benefit of summer-school students. Thorough and systematic work in observation was done by a large number. Some opportunity was also given for practise teaching. The results of this experiment have been very gratifying.

From the very beginning, the Spirit of the Lord was present. The Friday evening vesper services were occasions of spiritual blessing and inspiration long to be remembered by those present. O. J. GRAF.

#### CENTRAL UNION

PURSUANT to a vote of the delegates assembled in conference last January, the Central Union Conference conducted no summer school this year. Instead, a series of institutes has been planned to be held in the various conferences, in most cases preceding the camp-meeting. At the date of writing this article, it is impossible to report the institutes, as the first one will convene about the time this number of the magazine goes to press. According to all indications, however, there is a live interest among the teachers concerning the institutes, and plans are being laid to make the work at these gatherings especially helpful to the teachers in our church-schools.

The educational department of the union has been especially interested in getting a copy of the Campaign number of CHRISTIAN EDUCATION into each Seventh-day Adventist home in the union. As far as we have been able to secure the addresses, this has been done. Each State in the union has given the fullest cooperation to this effort, and we are sure that an increased interest in Christian schools will result.

M. B. VAN KIRK.

#### PACIFIC AND NORTH PACIFIC UNIONS

WE regret that no report has come to us directly from these two unions, as we know that their joint school at Portland, Oregon, was the largest summer assembly of teachers and students, of the season. Our editorial "Progress," however, gives some information about this united effort.

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### Oral Bible in Grades One to Three

(Concluded from page 40)

to point out sin; of his seeking God in quiet and solitude; how he grew thus to be more and more like Jesus; and at last his reward. After this, God called Noah to work for him. With him was Methuselah, and other faithful ones. Picture the condition of the people, thinking only of self till every thought and imagination of the heart was evil. Give his message. Speak of his doing his work regardless of the scoffs and frowns of the whole world.

CONCLUSION.—Why did God take Enoch home? — To give hope and courage to the people that God would reward the true and faithful. Enoch was surrounded by wickedness, yet he obeyed God and pleased him in all his ways. Draw lessons. Try to arouse in the pupils a desire to please Jesus in all their ways, especially in obeying their parents. Make it plain that the multitudes are not on the right side, and show the danger in following them. Make questions short and direct, bringing out points in story and application.

# SCHOOL BOOKS

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## EDUCATIONAL BULLETINS

As previously announced, the General Department has begun issuing a series of educational bulletins with the purpose of presenting in this convenient and inexpensive form, from time to time, such matter as will aid most in giving substantial character to the work of our schools. The first five of these bulletins are reproduced from serials that appeared in this journal during the year 1911-12. The sixth one is new matter. All the bulletins are the size of the journal page, and those reproduced from the journal include all cuts and diagrams. No. 1 is issued with a cover, the other five without. Following is the price-list:—

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As only a limited edition of these bulletins has been printed, orders should be sent in promptly to the General Department.

## PIONEER PICTURES READY

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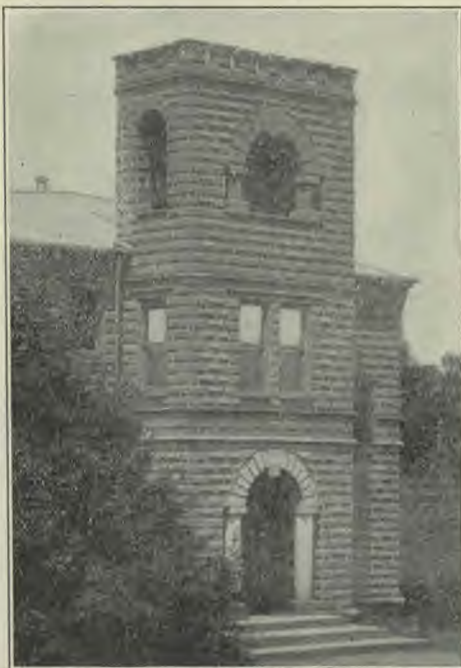
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Algebra  
Geometry  
United States History  
General History  
Church History  
New Testament Greek I  
New Testament Greek II  
Latin I

Latin II  
School Management and Methods  
Physiology and Hygiene  
Bookkeeping  
Stenography  
Typewriting and Office Routine  
Penmanship

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## OAKWOOD

### Manual Training-School

(Colored)

This institution is in position to offer an excellent opportunity to young men and women of high character to acquire a Christian education. It is possible for one who is willing to exercise thrift and practise economy to work his entire way. A large farm, building improvements, and work in our shops furnish a variety of employment for boys. Nursing and dress-making receive special attention for girls.

Normal, Music, Ministerial, and Academic courses. Thorough training, good discipline. Write for calendar.

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### Oakwood Manual Training-School

Huntsville - - Alabama

# South Lancaster Academy

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**Advantages:** Can not Be Surpassed Anywhere

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Thirty-three miles north of Chattanooga,  
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climate. Separate dormitories for ladies and  
gentlemen. Expenses reasonable.

**COURSES.** Literary, Normal, Scientific, Ministerial, Commercial, Stenographic, Music.

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# KEENE ACADEMY



## *The Training-School for the Six Conferences of the Southwestern Union Conference*

The school exists only to train young people for God's service, both at home and abroad. There is a live interest in the Young People's Missionary Volunteer Society. Our graduates are found in the mission fields and in many departments of the work in the home field. Fourteen grades of work are offered. Our school is being organized into departments headed by college graduates. Both Spanish and German are taught. Our commercial department has two Edison Business Phonographs for dictation and other up-to-date equipment. Our normal department is being strengthened. Practise teaching is done under observation. A building will be erected for this department during the summer. We are now soliciting funds to pay for some improvements already made, and to provide other buildings and necessities. Although this work has but just begun, we already have about \$9,000. Our enrolment for each of the past two years has been over three hundred. Our graduates are in demand.

**To Illustrate** The following positions at Washington, D. C., are filled by Keene Academy graduates: Bible teacher and preceptress in the Foreign Mission Seminary; principal and one assistant of the Takoma Park Intermediate School; one stenographer in the Review and Herald Office, and one in the General Conference Office. Many students earn a large share of their expenses in our broom shop and at other industries. We use about ten car-loads of broom-corn per year. Our sewing-room is well equipped. Our carpenter shop has twenty benches, lathes, and other necessary equipment, and is superintended by a man who has had a university training for that line of work. Mild climate, artesian water, excellent health record. Write for calendar. Address

**KEENE ACADEMY - - Keene, Texas**

# MOUNT VERNON COLLEGE

S. M. BUTLER, President

## MISSIONARY WORK

"In regard to the Mount Vernon institution [then a sanitarium] I would, could you hear my voice across the broad Pacific, say, 'Let the buildings be converted into a seminary to educate our youth.' . . . I have been shown that . . . there should be located school buildings in Ohio that would give character to the work."—*Testimony, 1893.*

That is our credentials. Mount Vernon College was divinely ordained to train workers who "would give character" to the work of God. More than 250 workers have gone from the institution. A canvass of the student body during the last term of 1911-12 showed that fifty per cent of the students were making definite plans to enter the work. They are distributed among the various departments as follows:—

YOUNG MEN		YOUNG WOMEN	
Ministry	- - - - 13	Teaching in advanced schools	- 18
Medical	- - - - 4	Teaching in church-schools	- 5
Teaching	- - - - 6	Music teachers	- - - 3
Stenographic work	- - - - 2	Nursing	- - - - 5
Canvassing	- - - - 1	Bible workers	- - - - 5
Office work	- - - - 1	Bookkeeper	- - - - 1
Engineering	- - - - 1	Business	- - - - 1
Undecided what line of work	- - 10	Medical	- - - - 1
Total	- - 38	Undecided what line of work	- 6
		Total	- - 45
Young Men	- - - - - 38		
		Grand Total	- - - - 83

Twenty-eight of these are training for foreign fields:—

YOUNG MEN		YOUNG WOMEN	
China	- - - - 8	China	- - - - 4
India or China	- - - - 1	India or southern China	- - - 1
South America	- - - - 1	Spanish America	- - - 1
Spanish field	- - - - 1	Undecided which field	- - - 1
British Guiana	- - - - 1	Total	- - - 7
Undecided which field	- - - 9	Young men	- - 21
Total	- - 21	Grand Total	- - 28

## LITERARY WORK

The class work of the college is as carefully cared for as are the religious interests. The most efficient missionaries are those who have the best intellectual equipment. This can be accomplished only by liberal, well-planned courses, and a strong, united faculty. Both of these are found in Mount Vernon College. The College is prepared to give the very best instruction in all departments. Plans are now in process of execution that will add greatly to the efficiency of our work during the coming school year.

## COURSES OF STUDY

1. College Literary. 2. College Scientific. 3. Normal. 4. Academic. 5. Medical Preparatory. 6. Business. 7. Stenographic. 8. Nurses'.

## IMPROVEMENTS

Among the improvements to be made during the coming summer are: Enlargement and remodeling of the heating plant; extensive changes in the dining-room and kitchen; changes in the normal department equipment; beautification of the grounds; the addition of one or two industries; and, if satisfactory arrangements are made, the installation of our own electric-lighting plant.

## OF SPECIAL INTEREST

1. Low rates.
2. Work furnished students. More than \$3,000 paid to students last year.
3. Beauty of location. In this respect, Mount Vernon stands unexcelled among our schools.
4. Healthfulness of locality. Scarcely any sickness in school or community.
5. Splendid opportunities for a number of reliable young women to work in private families for board, room, and from \$1.00 to \$2.00 a week additional.
6. 1911-12 the strongest and best year in the history of the institution.
7. 1912-13 will be better.

For calendar for next year, and fuller information, address

MOUNT VERNON COLLEGE,

Mount Vernon, Ohio

# UNION COLLEGE



The Work To-day  
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A Christian School  
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Frederick Griggs, President

Let Union College  
Educate You

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With well-equipped departments in College, Academic, Ministerial, Normal, Music, Medical Preparatory, Business, Stenographic, and Industrial Courses.

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"A man without a purpose is like a ship without a rudder." Get a purpose, get one quick.

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The Third Angel's Message demands an intelligent, educated ministry. Then come where you can secure that training.

Write now for our illustrated catalogue.

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**UNION COLLEGE**

COLLEGE VIEW    ::    ::    ::    ::    ::    NEBRASKA

# WASHINGTON

## Foreign Mission Seminary

The General Conference School for the  
Training of Missionaries



Main Seminary Building  
Sanitarium Hospital

Bridge  
Spanning the Sligo

Washington Sanitarium  
Seminary Dining Hall

### OBJECT

Training of Ministers, Medical Missionaries, Bible Workers, Missionary Teachers, and Literature Workers for Foreign Lands, and the City Work at Home or Abroad.

### PROMINENT FEATURES

Advanced Bible and History Work; Special Foreign Missionary Courses; Pastoral Training, Including Practical Work; Theory and Practise of Bible Work; Daily Lectures by General Conference Men on all Phases of Denominational Organization and Work; Elementary Nurses' Course; A Postgraduate Nurses' Course, Including City Dispensary and Evangelistic Work; Vocal Music and Private Voice; Instrumental Music Courses; Advanced English and English Review; Agriculture; Dressmaking; Cooking; Printing; A General Lecture Course on Science, Missions, History, and Travel.

### WHO SHOULD ATTEND

Graduates from Colleges and Academies Who Desire a Preparation for Foreign Missions, or a Short Course in Some Special Line in Preparation for Effective Work at Home; Workers of all Classes Who Desire to Become Foreign Missionaries; Workers or Other Mature People Who Desire Instruction in the Message and How to Give It; Graduate Nurses Who Desire Postgraduate Work That They May Become Medical Missionary Evangelists, Medical Matrons, or Head Nurses; Any Who Want Courses in Elementary Nursing, Hygienic Cooking, Dressmaking, or Agriculture.

Write to the President for Full Information and Application Blanks.

**Takoma Park, WASHINGTON, D. C.**



Built by the Teachers and Students of the College

# PACIFIC UNION COLLEGE

## A School Where Students Do Things

**LOCATION.** The Pacific Union College is most beautifully situated in a natural grove of deciduous and evergreen trees, such as fir, pine, madrona, and live-oak. The buildings are located 1,750 feet above sea-level. The institution has an inexhaustible supply of beautiful soft spring-water. The climate is ideal. The coldest weather in recent years was  $22^{\circ}$  above zero. The vicinity is absolutely free from fevers, malaria, and other dangerous diseases.

**EXPENSES.** Tuition and home expenses, \$11 per month. Board on the cafeteria plan ranges from \$6 to \$12 per month.

**COURSES.** College Scientific, College Literary, Ministerial, Advanced Normal, Elementary Normal, Academic, Medical Preparatory, Shorthand, Business.

**FACULTY.** The teaching force is composed of men and women of mature experience in our educational work. Twelve members of the faculty have labored in foreign fields, and other members have traveled extensively abroad, and are thus able by means of lectures and illustrations to do effective work for their classes. All the teachers are persons of recognized ability in their respective departments.

**NORMAL DEPARTMENT.** An experienced corps of normal instructors will conduct the normal work. The normal department will be conducted in a special building composed of six rooms, including chapel, recitation-rooms, and director's office.

**STRONG FEATURES.** An ideal climate and location. A superior faculty. A unique and satisfactory plan of boarding. Strong industrial departments in which students earn \$10,000 a year. Numerous stereopticon lectures descriptive of all parts of the world. A strong medical preparatory course. Efficient commercial courses under the direction of certified teachers. Thorough courses offered in music and art in all branches. Special advantages for studying the Bible in the original languages. Practical education made prominent. Many improvements under consideration.

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**C. W. IRWIN, President**  
St. Helena, California



# WALLA WALLA COLLEGE

IN THE HEART OF THE NORTHWEST



## COURSES OF STUDY

Collegiate, Biblical, Music, German, Academic, Advanced Normal, Elementary Normal, Commercial, Stenographic, Combined Commercial and Stenographic, and Preparatory Medical.

The usual diplomas and degrees are conferred on the proper completion of our courses.

## INDUSTRIES

Agriculture, Baking, Broom-making, Carpentry and Architectural Drawing, Domestic Science, Dressmaking, Engineering, Printing, Trunk-making, and Typewriting.

## FACULTY

E. C. Kellogg, President; O. A. Johnson, Bible and Pastoral Training; W. E. Nelson, Physical Science; N. W. Lawrence, English and Bible; W. C. Flaiz, History; Miss Winifred L. Holmden, Ancient and Modern Languages; G. F. Wolfkill, Biological Science; Walter I. Smith, Preceptor and Mathematics; Miss Jeanette B. Henry, Preceptress; Miss Clara Rogers, Assistant in English; C. A. Schull, Stenography and Typewriting; J. D. Koch, Penmanship and Bookkeeping; Mrs. Grace Wood Reith, Director of Music; Miss Gertrude S. Shaffer, Pianoforte, Organ, Voice; Miss Anna Ray Simpson, Pianoforte and Organ; Miss Bertha Allen, Normal Director; Miss Eva Cook, Seventh and Eighth Grades; Miss Olive Adams, Fourth, Fifth, and Sixth Grades; Miss Madge Moore, First, Second, and Third Grades; Miss Adaline Chapman, Manual Arts and Drawing; John Isaac, German; Carl Neuman, Assistant in German; C. M. Christensen, Business Manager; C. A. Lessard, Printing; Miss Ethel D. Adams, Dressmaking; Ross Flaiz, Engineering; Austin L. Cummings, Broom-making; Dallas Kime, Baking.

## ENROLMENT

The enrolment for the season of 1911 and 1912 was nearly four hundred.

## CATALOGUE

Have you seen the new catalogue? It will please you. Send for a copy at once.

**E. C. KELLOGG,**

*College Place, Wash.*