

Special for Educational Sabbath

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. V

March, 1914

No. 7

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Published Monthly By

Review and Herald Publishing Association  
Washington, D. C.

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Top—Walla Walla College Normal building. Middle—Emmanuel Missionary College Normal director and students. Bottom—South Lancaster Academy Normal building, teachers, and pupils. For key see page 223.

# CHRISTIAN EDUCATION

Vol. V

Washington, D. C., March, 1914

No. 7

## Readings for Educational Sabbath\*

### FIRST READING

#### Part I: Reasons for Having Educational Sabbaths

AS believers in Christ we are connected with a movement whose object is to make known in all parts of the earth the soon coming of Christ. Our field of effort comprises not only so-called Christian lands, but reaches out and comprehends densely populated heathen and Mohammedan lands in which the people know little or nothing of Christ, and scarcely any know of the soon coming of the Master.

The reasons for the carrying of the message of truth to these people concern themselves very largely with our children and young people; and the attitude of the church toward their education and training for service measures essentially the rapidity with which the work advances. In sending the warning word of truth to heathen peoples, we are almost wholly dependent upon younger workers. It therefore behooves us to give careful consideration to the education of the children and youth, for it is from them that the growing army of laborers in foreign lands is to be recruited. In every boy and girl, and in every young man and young woman, lies the possibility of advancing the message and hastening the coming of the blessed Master. Their salvation and their

education for service are of great moment in the heralding of the final message in all lands.

In view of all this, two Sabbaths in the year were set apart at our autumn council as Educational Sabbaths. The first of these for 1914 we are observing today, and the other is appointed for August 8. On these Sabbaths, our people everywhere will be encouraged to interest themselves in the young people. Special instruction on the care of our children says: "The work which lies next to our church members is to become interested in our youth." We hope to see these Educational Sabbaths become days when the salvation of our children shall rest upon us as church members, occasions when right principles shall be studied in our churches, and denominational school interests considered. God has allowed a flood of light to come to this people on the subject of Christian education. The object of this light is to save our young people, and prepare a well-trained army for the finishing of the work.

We trust that the Educational Sabbaths, beginning with this one today, may be of great profit to all our churches, helping them to see the responsibility which rests upon them in educating the children and youth in that way which will hasten the finishing of the work.

\* Prepared by the Educational secretaries of the General and North American Division Conferences. For suggestive program see page 207.

Part II: The Care of Our Children<sup>1</sup>

## Earnest Work to Be Done

NOTHING is of greater importance than the education of our children and young people. The church should arouse and manifest a deep interest in this work; for now, as never before, Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death.

God has appointed the church as a watchman, to have a jealous care over the youth and children, and as a sentinel, to see the approach of the enemy and give warning of danger. But the church does not realize the situation. She is sleeping on guard. In this time of peril, fathers and mothers must arouse and work as for life, or many of the youth will be forever lost.

While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth. They are to be trained to become workers for God. Both parents and teachers, by precept and example, are so to instill the principles of truth and honesty into the minds and hearts of the young that they will become men and women who are as true as steel to God and his cause.

Parents and teachers do not estimate the magnitude of the work given them in training the young. The experience of the children of Israel was written for us "upon whom the ends of the world are

come." 1 Cor. 10:11. As in their day, so now the Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education.

If ever we are to work in earnest, it is now. The enemy is pressing in on all sides, like a flood. Only the power of God can save our children from being swept away by the tide of evil. The responsibility resting upon parents, teachers, and church members, to do their part in cooperation with God, is greater than words can express.

To train the young to become true soldiers of the Lord Jesus Christ is the most noble work ever given to man. Only devout and consecrated men and women, who love children and can see in them souls to be saved for the Master, should be chosen as church-school teachers. Teachers who study the Word of God as it should be studied, will know something of the value of the souls under their care, and from them the children will receive a true Christian education.

In the closing scenes of this earth's history many of these children and youth will astonish people by their witness to the truth, which will be borne in simplicity, yet with spirit and power. They have been taught the fear of the Lord, and their hearts have been softened by a careful and prayerful study of the Bible. In the near future, many children will be endowed with the Spirit of God, and

<sup>1</sup> All the matter in this reading and the next one, has been selected from "Counsels to Teachers, Parents, and Students," by Mrs. E. G. White, page 165 onward.

will do a work in proclaiming the truth to the world that at that time cannot well be done by the older members of the church.

The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us. Then let the church take hold of the school work in earnest, and make it what the Lord desires it to be.

**Results of Church School Work**

When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established; for children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of "higher education."

As the children sang in the temple courts, "Hosanna; Blessed is he that cometh in the name of the Lord" (Mark 11:9), so in these last days, children's voices will be

raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up.

Our church schools are ordained by God to prepare the children for this great work. Here children are to be instructed in the special truths for this time, and in practical missionary work. They are to enlist in the army of workers to help the sick and suffering. Children can take part in the medical missionary work, and by their jots and tittles can help to carry it forward. Their investments may be small, but every little helps, and by their efforts many souls will be won to the truth. By them God's message will be made known, and his saving health to all nations. Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God; for they are the Lord's heritage.

**SECOND READING**

**Where Shall We Educate Our Children?**

**Not in the Public School**

PARENTS and teachers do not estimate the magnitude of the work given them in training the young. The experience of the children of Israel was written for us "upon whom the ends of the world are come." 1 Cor. 10:11. As in their day, so now the Lord would have the children gathered out from those schools where

worldly influences prevail, and placed in our own schools where the Word of God is made the foundation of education.

The church has a special work to do in educating and training its children that they may not, in attending school or in any other association, be influenced by those of corrupt habits. The world is full of iniquity and disregard of the

requirements of God. The cities have become as Sodom, and our children are daily exposed to many evils. Those who attend the public schools often associate with others more neglected than they, those who, aside from the time spent in the schoolroom, are left to obtain a street education. The hearts of the young are easily impressed; and unless their surroundings are of the right character, Satan will use these neglected children to influence those who are more carefully trained. Thus, before Sabbath-keeping parents know what is being done, the lessons of depravity are learned, and the souls of their little ones are corrupted.

In sending children to the public schools, parents are placing them under demoralizing influences,—influences that injure the morals and habits. In such surroundings, children often receive instruction that trains them to be enemies of Christ. They lose sight of piety and virtue.

Many public schools are permeated by the baneful influence of boys and girls who are experts in sin. And children who are allowed to play on the street are also obtaining a training that thoughtless parents will sometime learn leads to recklessness and lawlessness.

In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavor to send them to schools where they will obtain an education based on a Scriptural foundation. Upon every Christian parent there rests the solemn obligation of giving to his

children an education that will lead them to gain a knowledge of the Lord, and to become partakers of the divine nature through obedience to God's will and way.

Efforts to educate our children and youth in the fear of the Lord without making a study of the Word prominent, are sadly misdirected. Unless there is such a training as will lead to a recognition and an abhorrence of sin, moral deformity will result. Our children should be removed from the evil influences of the public school, and placed where thoroughly converted teachers may educate them in the Holy Scriptures. Thus students will be taught to make the Word of God the grand rule of their lives.

#### Put Them in Church School

Wherever there are a few Sabbath keepers, the parents should unite in providing a place for a day school where their children and youth can be instructed. They should employ a Christian teacher, who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries.

Many families, who, for the purpose of educating their children, move to places where our large schools are established, would do better service for the Master by remaining where they are. They should encourage the church of which they are members to establish a church school where the children within their borders could receive an all-round, practical Christian education. It would be vastly better for their children, for themselves, and for the cause of God, if



they would remain in the smaller churches, where their help is needed, instead of going to the larger churches, where, because they are not needed, there is a constant temptation to fall into spiritual inactivity.

The character of the work done in our church schools should be of the very highest order. Jesus Christ, the Restorer, is the only remedy for a wrong education, and the lessons taught in his Word should ever be kept before the youth in the most attractive form. The school discipline should supplement the home training, and both at home and at school simplicity and godliness should be maintained. Men and women will be found who have talent to work in these small schools, but who cannot work to advantage in the larger ones. As they practice the Bible lessons, they will themselves re-

ceive an education of the highest value.

In selecting teachers, we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. Wise men who can discern character should make the selection; for the very best talent that can be secured is needed to educate and mold the minds of the young, and to carry on successfully the many lines of work that will need to be done by the teachers in our church schools. No person of an inferior or narrow cast of mind should be placed in charge of one of these schools. Do not place over the children young, inexperienced teachers who have no managing ability; for their efforts will tend to disorganization. Order is heaven's first law, and every school should in this respect be a model of heaven.

### THIRD READING

#### What Our Church Schools Are Doing

To tell you in a word what our church schools are doing, we should say: They are saving our children, and teaching them to serve. The very term church school suggests that the school called by that name is an annex to the church. The church building is the outward temple where the believers assemble to worship God. The Sabbath school is a part of this worship,—the part in which, in a special sense, the teaching of God's Word is done.

But to do this work only once a week, on Sabbath alone, is not sufficient. We must serve the Lord daily. We want our children to

learn daily how to serve Jesus. We therefore establish schools for this daily work, and call them church schools. We set such a value on the work these schools can do for our children that we willingly pay for their support instead of sending our children to the free schools, where they are taught chiefly for this present world only.

These schools throw a hedge about our children, and save them from the corrupting influences of this sinful age. They are arks of safety, cities of refuge, into which our children can run and be secure from a wily foe. But it is not enough merely to save our chil-

dren; they must be taught to serve also — to help save others.

The minds of children are keen and active. As their bodies grow by daily nourishment and care, so do their eager minds need daily feeding and direction. If we do not feed their minds properly, they will find something to feed upon, whether good or bad; they will not remain idle or vacant. Children need to learn practical things — to read, to write, to spell, to count, to use their hands, to learn the meaning of the things in nature all about them. But they need to be taught these things in an atmosphere untainted with sin. They need to be kept unspotted from the world. They must be kept pure and sweet and innocent while they grow in stature of body and mind, as was the child Jesus in the lowly home at Nazareth.

In this reading we want to tell you some of the things our church schools are doing to accomplish these most desirable results. First, we teach them to read. But we do not teach them to read false or misleading stories. Not long ago we received a copy of a new reader prepared for the free schools, supposed to be up-to-date in every respect. On opening it, we found the first prose selection to be the story of where the woodpecker came from. "In the far-off times," so the story runs, Saint Peter passes by a cottage, weary from walking and preaching all day to the people. Spying a little old woman with a red cap on her head, baking cakes on the hearth, he asks her to give him a cake to relieve his hunger. Being refused, he sends her up the chimney by his

magic power, and she comes out at the top a woodpecker with a scarlet cap on its head. "You can see her often in the woods," says the story, "boring in the trees for worms, or hear her tapping on the hard limbs with her bill." In the same reader twenty-one out of seventy-eight selections are of a like fantastic, fictitious, deceptive character, and nine others are stories of Robin Hood the outlaw.

We save our children from such false things by telling them and teaching them to read true stories of where the birds and flowers and animals and stars and light come from, and how they are kept alive and in their places day after day. Later they write these stories, and other stories of their own about some animal or flower they know. They read and tell and write about baby Moses and shepherd Moses and patient, meek Moses, and innocent Joseph, and obedient Samuel, and brave Daniel, and the babe, boy, and man Jesus.

Then we teach them to pray, as the boy Samuel did; and to sing as the angels did when Jesus was born, and as Jesus used to do among the hills of Galilee, and as Paul did when he was in jail. We teach them to draw or cut out pictures of what they read or hear about, and to sew, and to make garden, and to carry flowers to the sick, and to use the hammer and saw, and to help mother at home.

Then on Wednesday mornings we have our missionary program for Junior Volunteers. We tell them or have them read missionary stories and stories about children in wicked cities and in other lands who do not know the beauti-

ful things we learn every day. And these Juniors go out and sell magazines or things they have made or raised to earn money to send some Chinese boy to school, or some African native to teach black boys and girls about Jesus and his soon coming. One little Junior band of only six in Ohio raised over \$20 for missions last quarter. In East Michigan, eight Junior societies in one quarter wrote 50 letters, made 58 missionary visits, sold 812 papers and 76 books, lent or gave away 382 papers, 28 books, 153 tracts, and 104 articles of clothing, did 131 hours of Christian Help work, raised \$36.92 for missions, gave away 19 bouquets and 66 Scripture cards, took Thanksgiving baskets to poor families, and one school is selling 15 educational magazines a month. In Northern Illinois the Juniors are sending Brother Li to a heathen town at a cost of one cent for two miles, and supporting him there at \$6 a month. These Juniors raised over \$200 last year, and have set their stake for an average of \$2.50 each this year. Workers for Jesus, are they not, these little folk? Are we grown-ups doing as much in proportion, just for the love of it?

How many church schools have we?—In the United States and Canada not far from 500.

How many pupils in these schools?—In the United States over 8,000.

How many of our children from six to sixteen years old are still learning woodpecker stories and missing the blessing of Junior missionary service?—Not far from 8,000 in this country.

What indications of growth and

improvement of church schools have we?—In Western Oregon the number of schools increased from 195 to 487 in two years. Another conference has increased the enrollment from 111 to 207 in two years. In still another conference, one village is putting up a building for next year, one school has raised \$200 for improvements, and another has spent \$125 for bettering its quarters. One conference has one of the premium globes offered by our educational journal, in every one of its twelve schools.

What conferences have the largest number of schools?—A year ago Southern California reported 24; Wisconsin, 22; Oklahoma, 21; West Michigan, 20.

What conferences have the largest enrollment?—A year ago, Southern California reported 650; Oklahoma, 520; Upper Columbia, 438; California and Western Oregon, each 400.

What room is there for growth in some conferences?—In the United States and Canada, 12 conferences have only 1 school; 7 have only 2; and 6 have only 3; that is, 25 conferences average less than 2 schools each.

In short, our church schools serve as an annex to the church, continuing daily the spiritual upbuilding of our children.

They serve, on the other hand, as an annex to the home, where the teaching of both practical and spiritual duties begun by the parent may be continued and strengthened by the teacher.

They provide a place where our boys and girls up to fourteen or sixteen years of age can master the elements of education without be-

ing exposed to evil influences and, like Timothy, may know the Holy Scriptures from their youth.

They afford a valuable means of giving our children and youth their first experience in working for Jesus, and of molding their tastes and capabilities for this work.

Our church schools act as feeders to our academies and colleges, and so mark the first step toward recruiting and extending our working forces in the field at home and abroad. It is worth as much to save the natural increase of our own homes as to bring new converts into the church; to educate

Johnnie and Mary as to teach the Brahman or the Zulu.

We have given you here only a glimpse of what our church schools are doing, and of what some conferences are doing, or are not doing, for them. We should gladly tell you more, especially of how the quality of our church school work is improving, but must stop here. We are of excellent courage. The prospect was never brighter. But is there not need of a great stir in the camp of Israel to gather all the children into schools where only truth is taught, and where they learn to become workers for Jesus?

#### FOURTH READING

##### What Is Being Done for Our Church School Work

THE first and greatest thing we are doing for our church school work is the educating and training of teachers who have consecrated their lives to this noble service. This is a great and a difficult work, — much greater than some of us supposed when we began the establishment of church schools some fifteen years ago. The chief factor in any school is the teacher. Upon his qualifications and consecration hinges the successful conduct of a Christian school. It is not enough to be merely good and to be willing to teach; there must be also the aptness to teach, the spiritual gift of teaching. This is one of the gifts to the church as truly as is that of prophecy or of the ministry or of administration. Even when the talent of teaching is present, the Master expects it to be traded upon, to be developed and trained by exercise, that it may increase to greater strength and fruitfulness.

When the idea first took hold

upon the hearts of our people that our own children were being neglected, and that they must be gathered into schools where Christian influences prevail, we brought into service such teaching talent as we had, and set out by faith to establish means of instructing our children. Who shall say that we did wrong? True, we almost imperiled the cause of church schools by employing some teachers of meager attainments and training, but it was necessary for a beginning to be made in order to spur us on to energetic measures for developing workers of this class. At first, short institutes were held, but this did not suffice. Then the work of training teachers was started here and there in established schools by those on whom the Lord laid the burden. But it has been scarcely more than five or six years since the systematic training of teachers in connection with our higher schools was seriously undertaken.

To what proportions has this work now grown? We have normal departments in five colleges and three or four academies, giving all their strength to the edu-

inspiration that they must make constant and persevering effort toward improvement in efficiency if they are to meet the mind of God in being thoroughly furnished unto

this good work.

**CHURCH SCHOOL ENROLLMENT**

(Year ending 1912)

	No. Schools	No. Teachers	No. Pupils
Pacific Union .....	63	88	1,656
North Pacific Union ....	57	66	1,326
Southwestern Union ...	48	62	1,148
Lake Union .....	93	97	1,140
Central Union .....	51	57	850
Southeastern Union ....	35	38	810
Northern Union .....	27	29	440
Columbia Union .....	30	31	407
Atlantic Union .....	24	24	250
Southern Union .....	13	16	223
Totals .....	441	508	8,250
East. Canadian Union ..	2	2	66
West. Canadian Union ..	14	16	246
Grand Totals .....	457	526	8,562

The second great thing that is being done for the church school work is the development of textbooks embodying the principles of true education, and adapted to the special needs of our denominational work. Years ago our venerated brother Prof. G. H. Bell produced a book, and later a series of books, on grammar that are destined to live in influence and use as long as

cating and training of teachers for our church schools. This work has grown until most of these schools now hold regular summer sessions largely for the benefit of prospective teachers and of those who are engaged in teaching during the winter. Last summer Emmanuel Missionary College enrolled over 100 students, and other schools from 50 to 75. Candidates for teaching are imbued with the idea that it means earnest and thorough work in preparation in order to be successful, and teachers of experience are catching the

**CHURCH SCHOOL INVESTMENT AND MAINTENANCE**

(Year ending 1912)

	Estimated Investment	Annual Maintenance
Pacific Union .....	\$ 41,325	\$ 29,059.85
North Pacific Union ....	25,309	19,557.00
Lake Union .....	22,475	19,131.12
Central Union .....	14,650	13,053.80
Southwestern Union ...	11,130	12,134.06
Northern Union .....	9,000	8,339.60
Columbia Union .....	5,519	4,565.94
Atlantic Union .....	3,608	6,166.24
Southeastern Union ....	2,185	6,052.00
Southern Union .....	1,165	3,084.50
Totals .....	\$146,366	\$121,144.11
East. Canadian Union ..	.....	675.00
West. Canadian Union ..	3,100	3,794.00
Grand Totals .....	\$149,466	\$125,613.11

we shall need such books. Others have followed on the way till we now have in use a complete series of readers, seven in number; of na-

ture study books and note books, three in number; of Bible and nature outline patterns for little folks, three in number; of Bible lessons, four books in number,— all these besides others in spelling, sight singing, prophetic and gospel history. A church school manual also has been provided for seven or eight years, and seven separate teachers' manuals for distinct lines of instruction in the church school are now in process of preparation. And this work of publishing is only begun, and must be pushed forward.

To further aid and encourage our teachers and parents, the General Conference Educational Department started an educational journal more than four years ago, and for the last three years has successfully conducted a yearly reading course for our teachers, and established a system of issuing teachers' certificates. Several conferences have reported that every one of the teachers is pursuing the reading course and taking the educational journal. The Fireside Correspondence School has also been an effective aid to church-school teachers in building up their education, both during the school term and between times, as high as thirty-six having been enrolled at one time. Besides these helps, administrative work has been organized by the appointment of secretaries and superintendents in every union and

local conference, whose chief work is to promote and supervise church schools. Very substantial and encouraging progress has been made also in the erection and equipment of separate normal buildings in connection with our larger school plants. Types of these are represented in the frontispiece of this number of the journal. The moral and financial support of our church schools is steadily gaining in sys-

CONFERENCE SHOWING GROWTH IN CHURCH SCHOOL WORK

(No reports from some conferences)

	Pupils in 1911-12	1912-13	1913-14 (so far)
Ohio .....	192	193	193
New Jersey .....	24	34	34
West Michigan .....	319	312	330
Northern California ..	323	372	372
Colorado .....	..	135	175
California .....	349	383	456
Western Washington ..	291	315	331
Northern Illinois .....	112	143	166
Western Oregon .....	195	..	487
Southern Oregon .....	76	97	81
East Michigan .....	111	133	207

tem and efficiency everywhere through the faithful efforts of our superintendents, with the hearty cooperation of our churches and conference management.

This brief sketch of what is being done for our church schools should fill us with courage and hope for the future. Are not the children who gather daily about our hearthstones,— our own flesh and blood, the lambs of the Lord's own flock,— are these not as worthy of our most earnest effort, our continual sacrifice, and our never-ceasing prayers, as are the veriest heathen in the dark and remote corners of the earth?

## FIFTH READING

## What More Needs to Be Done

FIRST of all, we need to follow up the interest in church schools which the observance of this our first Educational Sabbath has revived or created. There are many ways of doing this, a few of which we suggest here.

In every church where there is a school, hold a parents' meeting in the school building once a month. Have some fixed time for it, say, the first Tuesday evening in the month. Make a definite plan for each meeting beforehand. Have some of the pupils print neatly on plain cards the topics to be discussed or the exhibit of work to be given, and the date and hour of the meeting. Deliver these to parents and others at least three days before the meeting. This will give point to the work and arouse interest. In every meeting, study earnestly how to improve the work of the school.

In churches where there are children of school age but no school, call a special meeting to consider the feasibility of starting a school next autumn. Invite the educational superintendent to meet with you. Appoint committees and subsequent meetings, if advisable, and work on the problem till you are satisfied that you ought or ought not to provide a Christian school for the children.

In churches where there are no children of school age, call a special meeting to pray for our church school work, and to devise some way by which you may assist the churches that do have children but which need substantial help to

provide a Christian education for them. Get suggestions from your educational superintendent on how to do this. Every member of every church, whether a parent or not, is spiritually responsible for the right schooling of our children and youth. To give for this worthy object is as truly doing the Lord's service as to give for the teaching of the heathen. To aid in these meetings and to make yourselves intelligent on the principles of education given us for the home and the school, procure a copy of that excellent volume "Counsels to Teachers, Parents, and Students," compiled from the writings of Mrs. E. G. White, and read it through. If you cannot do better, club together and buy it for the church school or church library, and read it turn about.

Another thing that needs to be done where it is not already done, is to give the church-school teacher strong moral support. To do this at an advantage, you should visit the school at least once a month, and attend all the parents' meetings. You have a right to insist on a high moral standard in all the school work, indoors and outdoors; to urge the using of the best textbooks, supplies, and apparatus; to demand strictly sanitary conditions in the building and on the grounds, and the taking of precautions about contagious diseases; and to ask your superintendent for the very best teacher that can be had. But in asking these things, you pledge your heartiest moral support to the teacher in meeting

each day's difficulties as they arise. The school is yours, the children are yours, and the moral responsibility is yours.

Another important need is to make sure that adequate and regular financial support is given the school. This must not be the teacher's burden. Nor is it the burden of the school board alone. It is the burden of every believer whose name is enrolled on the church record, whether parent or not, whether married or single. True, the parent has the first responsibility for his own children, and should bear it whenever possible — not merely convenient, but *possible*. But not one child in the church, of suitable school age, should be deprived of the school privileges for financial reasons. The

child whose parents are unable to pay for its schooling, is a financial orphan, and should be cared for by the church as truly as any other kind of orphan. This is the way the conference deals with its churches. It is true that you pay while your neighbor sends his children to a free school, but this is not your misfortune, it is your prerogative, your privilege, one means of showing your faith by your works. Can you think of a better-paying investment than that in our boys and girls — in their salvation and in their training for the service of Christ?

Then we need more textbooks prepared in harmony with the Bible and the principles of true education. We have produced some already, and they are proving a

great blessing to our schools, but we have made only a beginning. We have been taught much about proper eating, dressing, and other features of healthful living, and we profit greatly by the practice of what we have learned; but there remains much to be done to provide our growing boys and girls a healthful diet for the mind. Much is written in our books and papers for the heart and soul to thrive upon, but the material that is used in the routine of the school not only for heart culture but also for discipline of mind, should likewise

CHURCH SCHOOL TOTALS IN ROUND NUMBERS

(United States and Canada)

Schools .....	450	Pupils .....	8,500
Teachers .....	500	Investment ..	\$150,000
		Annual maintenance of all these	\$125,000
		Average monthly maintenance ..	\$10,000

be the most wholesome possible. We cannot build character out of chaff and stubble; we must have pure gold and silver. But it is well-nigh impossible for our heavily loaded teachers to prepare textbooks while doing full work in teaching. Some have tried this, and have broken down in health. It may be that the Lord will lay it upon the hearts of some who hear these readings, to offer the General Department of Education twenty-five or a hundred or a thousand dollars to start a fund for the production of much-needed books for our dear boys and girls.

Only one more need we shall mention here. Nothing is more vital to the healthy development of our church schools than raising the efficiency of our teaching force. While



we have the nucleus of a teachers' training department well formed in a half dozen of our higher schools, yet these very normal departments need larger facilities and better equipment. When they have these, the next thing is to fill them with promising young men and women who will dedicate their lives to church-school teaching. Then we think of the teachers already in the harness who were pressed into service before being well prepared for it, and who would gladly take a year or two in further preparation. A measure was passed at the recent autumn council of the General and North Amer-

ican Conferences, recommending a plan of endowing our higher schools with fifty-dollar scholarships to aid students in preparing for the ministry and other important lines of work. Perhaps some will remember to provide some normal scholarships, that the efficiency of our teaching force may be raised. Shall we not pray earnestly in our churches and at our family altars that God may enable us justly to appreciate the value of church school work, and that he may abundantly prosper the beginnings we have made in this direction to save our boys and girls and to teach them to work for Jesus?

**Suggestive Program**

- Opening Song: "My Maker and My King," "Christ in Song," No. 689.
- Scripture Lesson: Prov. 4: 1-13.
- Prayer.
- First Reading: a. "Reasons for Having Educational Sabbaths."  
b. "The Care of Our Children."
- Second Reading: "Where Shall We Educate Our Children?"
- Third Reading: "What Our Church Schools Are Doing."
- Song: "Jesus Loves Me," "Christ in Song," No. 283.
- Fourth Reading: "What Is Being Done for Our Church School Work."
- Fifth Reading: "What More Needs to Be Done."
- Song: "All for Jesus," "Christ in Song," No. 310.

**Christian Education Clubbing Offers**

	Regular	Club	Foreign
Christian Education	\$1.00		
Primary Education	1.25	\$2.25	\$1.75
Christian Education	1.00		
Popular Educator	1.25	2.25	1.75
Christian Education	1.00		
Current Events (weekly)	.40	1.40	1.10
Christian Education	1.00	2.00	1.45
Child-Welfare Magazine	1.00		
Christian Education	1.00	2.00	1.25
The Pathfinder	1.00		
Christian Education	1.00	2.25	1.60
Primary Plans	1.25		
Christian Education	1.00	2.25	1.60
Normal Instructor	1.25		
Christian Education	1.00	2.00	1.40
Boston Cooking-School Magazine	1.00		Canada, .20
Christian Education	1.00	2.00	1.50
American Motherhood	1.00		Canada, .25
Christian Education	1.00	1.25	1.00
Needlecraft	.25		Canada, .10
Christian Education	1.00	2.00	1.40
Farm Journal (5 years)	1.00		Canada, .25

N. B. Send the full amount of the club rate for papers specified to the Review and Herald Publishing Association, through the Conference Tract Society, and the complete subscription will be filled. Additional offers may be made later.

# THE MINISTRY

## Ministerial Reading Course

### March Schedule

THE Reading Course for March in "Preparing to Preach," Part I, includes the following sections:—

- Argumentation
- Illustration
- Imagination
- Application
- Moral Quality
- Homiletical Maxims

The homiletical maxims on pages 301, 302, should be given careful consideration. They are deductions drawn from the previous seventeen sections of the book. Under Part II, Section 1, "Pulpit Manners," and Section 2, "Extemporaneous Preaching," are also in the Reading Course for March.

### Characteristics of a Good Sermon

In reply to the question, "What is the character of a thoroughly good sermon?" Dr. Thomas, in "The Work of the Ministry," says:—

"*a.* It should possess unity. Every part of the sermon should be connected with the rest, and our treatment should proceed step by step from the opening to the close.

"*b.* It should be marked by progress. We should prepare so carefully that we may be able to avoid putting anything into division one what ought to be in division two.

"*c.* It should possess clearness. Whether this is done by means of divisions is a matter of opinion and choice. If we have divisions for our sermons, it will usually be found wise not to announce them beforehand; for the element of surprise is of great importance in all preaching. If our subject happens to be specially abstract, or theological, it may well be thought necessary to announce our general treatment beforehand; but, as a rule, in our ordinary sermons each point should be announced at its proper place.

"*d.* It should be characterized by vitality. All the unity, progress, and clearness that our sermons reveal will count for nothing unless they are also possessed with life. The dry bones must be vitalized, and the sermon made living for its purpose."

## W. T. Stead's Advice to Public Speakers

"1. Never speak without having something to say. 2. Always sit down when you have said it. 3. Remember speech is dumb show when it is not audible. 4. Think definitely, pronounce clearly, stand naturally, and do not speak too fast. 5. Welcome articulate interruption, no matter how hostile. 6. Two things should never be lost,—your temper and the thread of your discourse. 7. Remember that the eyes are as eloquent as the tongue. 8. Never hesitate to let yourself go at the right time. 9. Never read your speech, but always have heads of discourse handy. And never forget Cardinal Manning's words of wisdom to myself: 'Be full of your subject and forget yourself.'"

### Delivery

The following rules for delivery are given in "The Work of the Ministry:"—

"The rules of delivery are few but important. They may be summed up by saying that all speech should be in the key of 'B natural.' The speaker should be himself and his best self. There is much to be said for the old familiar advice: 'Begin low, go slow, rise higher, take fire, wax warm, sit down in a storm.' At any rate, there is sufficient truth in the suggestion to enable us to see what is required. Some years ago the dean of Canterbury, in presiding at a meeting where the speakers were limited to ten minutes each, gave them three pieces of advice which he had read in a German periodical. He first read the German, and then gave his audience the terse, colloquial English rendering: 'Stand up; speak up; shut up.'"

### Language in Preaching

The relation of language to preaching is well expressed by Mr. C. E. Jefferson in "The Minister as Prophet:"—

"Above all the other religions of the world, the Christian religion relies upon the tongue. There are religions which rely upon the sword, and there are others which rely upon the state, and there are others which rely upon the example of dumb devotees, but the Christian religion from the beginning has relied upon the

tongue. The founder of Christianity was a preacher, and the men whom he sent out were ordained to preach. They were to take no weapons with them; the world was to be overcome simply by their words. The religion of Jesus of Nazareth enthrones and glorifies the tongue.

"Language thus assumes a place of unique significance in the work of the Christian minister. It is the instrument by which he is to work out his purposes, the weapon by which he is to subdue the world. It is the rod by which he is to work his miracles. Demosthenes struck the Greeks, and the Greeks struck the king of Macedon. Peter the Hermit struck Europe, and Europe struck the Turk. Wendell Phillips struck the North, and the North struck down slavery. You must with your tongue so strike your congregation that your congregation shall want to smite down every form of evil. Language is the train on which the ideas of redemption are to be conveyed from the preacher's soul to others. 'Take heed to your language,' then, would seem to be an exhortation to which every minister of Christ should give ready ear.

"Just as in certain cities the railroad train stops and every wheel of every car is carefully inspected, men with flaming torches and hammers of steel, looking with eye and listening with ear for any open or concealed defect, and all in order that not a single life may be put in jeopardy in the crossing of river or the climbing of mountains, so ought the words of every sermon be subjected to the closest scrutiny that not one thought shall fail to make the transit from the preacher's to the hearer's soul. For what are words but verbal cars in which are conveyed the food and raiment for the children of the King? In them are packed thought and hope and love, sympathy and tenderness and pity, uplift and outlook and new horizon, and all these must be carried from the soul of the preacher into the souls of those for whom these treasures are intended."

### Three Essentials

A well-known worker has said:—

"There are three things, and only three, that are absolutely essential to spiritual health and strength and growth. These three things are: constant Bible study, constant prayer, and constant effort for the salvation of others. Where these three things are, there will be spiritual health, spiritual growth, spiritual strength. When any one of these three things is

lacking, there will be spiritual deterioration, spiritual disease, spiritual weakness, spiritual death."

### The Great Essential

"Without the Spirit of God, no man, no matter what his physical prowess or his intellectual ability, can successfully proclaim the good news of God in Christ. It is easy to forget this. Many men do forget it. They cannot understand either themselves or others because they drop out the fact that without the Holy Spirit no man can speak successfully for God. A man may say: 'I have a diploma. I completed the course of study. I was one of the best men in my class. But no one wants to hear me preach. Why is this?' You have left out the one thing indispensable,—the Holy Spirit. It is not uncommon for unsuccessful preachers to compare themselves with their successful brethren, and try to ascertain why some succeed and others fail. Their comparisons are pathetic to the verge of tragedy. They compare their own ideas, their figures, and their language with those adopted by successful men, and falling behind no whit, as they think, in all these points, they feel the world has much abused them, and that if the public were not so stupid and so blind, they would all find themselves in pulpit thrones.

"O foolish men, do you not know that it is not by rhetorical might, neither by scholastic power, but by the Spirit of the Lord that a preacher preaches? It is surprising how little depends on structure and ornament, and how much depends on the Spirit."—*Mr. C. E. Jefferson, in "The Minister as Prophet."*

### How to Become a Member

SEND your name and address to General Conference Educational Department, Takoma Park, D. C., accompanied by \$1.65 for the first book in the course, "Preparing to Preach," by Breed. If you have no registration blank, one will be sent you on receipt of your application and remittance, and you can fill and return it.

### Our Enrollment

OUR enrollment is making a steady growth day by day. Already not far from four hundred have registered their names for the Reading Course. Among them are some of our oldest pioneers, as well as some of the youngest in the service, and a good proportion of workers who are not ministers.

# THE NORMAL

## Easy Design Lessons

For the Teacher Who Wants to Know How

BY PEDRO J. LEMOS, SAN FRANCISCO INSTITUTE OF ART, UNIVERSITY OF CALIFORNIA

DESIGN may be taught in the primary grades so as to be instructive as well as interesting. Many children, as well as grown-ups, are capable of producing excellent designs, where they are not so successful with free-hand drawing. This is because design often requires a good arrangement of simple spots or marks; and this arrangement, or choice of placing, is within the reach of any pupil.

Of all subjects under the heading of art as taught in the schools, design has received, up to a short time ago, the least progressive attention. Its requirement, however, in all branches of industrial art and in constructive problems has made it prominent as a school study. As a study to stimulate inventiveness and produce orderly minds, there is no better work. I have found that with mature students who are inaccurate in their problems and untidy in their drawing and painting, these faults generally disappear after a course of design.

The principles that underlie design should be beneficial to the other school studies. Compositions, spelling papers, blackboard work, and even the arrangement of books in the desks, should all be better for the pupils' having studied design. The influence should go farther. The choice of all materials at home and in personal

dress will be helped. Thus the selection of environments in the right direction cannot but help character building.

Design work must necessarily at first be dictation work. Teach the children to follow directions. All through life they must follow orders, and this will give them good training. Wherever a choice is possible, let them choose. Let them give reasons for their choice, and guide them as to which forms and colors are best. The power to choose right is a valuable accomplishment.

Materials in the first grades must be simple. Simple paints, crayons, and pencils can be used. When using paints, orderliness must be accented.

After each lesson in design, the next lesson should be some practical application of the work.

Nature will furnish much inspiration, and many delightful designs can be made by simple adaptations of leaves, flowers, seeds, etc.

The following problems are suggestive of a few things possible in the early grades. A little ingenuity on the teacher's part will produce a great many more similar motives; and with the use of colors and variation of materials the problems are unlimited.

The teacher will find that designs will be produced by pupils, which, when completed, appear to

**SIMPLE DASH MOTIVES**

3 DASH

5 DASH

VARIATIONS

**BRUSH MOTIVES**

3 4 5 6 7

Crayon cut so that it is square at the end

A thin wood shaving dipped in ink will draw good dashes

A few things to make and ornament.

By pressing the brush gradually this stroke may be made.

BOXES

BOOKLETS

BASKET

BOOK MARKS

PEN WIPER

FOLIOS

SPELLING

BLOTTING PAD

**Envelope Guide**

One side flap is loosened.

Inch & Half Inch marks added.

The flap is put under the paper and lines rolled.

*Doll House Mats can be designed.*

*Make Borders on Paper Strips*

ANIMAL FRIENDS

JOHN HILL

of the work of older pupils. This will be because the correct assembling of the simple parts, the right choice of relation of the motives to one another, produces a satisfactory whole.

If this result is obtained, much is gained. Throughout the work emphasize that ornate work is not ornament. Simple material, simple designs, simple applications, produce better and more lasting results.

#### Directions for Work

Design must be in the very simplest form in the first two grades; rhythmic borders and allover patterns made with crayons and paints.

First in black and one color, then in two and three colors; leaves, flowers, or fruits may be repeated as borders of little covers, simple bookmarks cut out of colored paper, or a colored paper colored with crayons.

**ENVELOPE GUIDE.**—Take an envelope and mark off along the edge one-inch and half-inch marks. This should be on the flap edge. Now loosen one of the smaller flaps on the envelope and mark this similarly. This makes a guide in simple design work. By sliding the envelope along the straight edge of the paper, it keeps lines drawn at a right angle, and inch divisions can be drawn off.

**BORDERS.**—Make simple borders between guide lines with black paint and brush, using lines and dots, or short lines of various lengths. Different kinds of lines may be used and in different directions.

**ALLOVER DESIGNS.**—With envelope guide on a four-by-six-inch gray Manila paper, produce lines, dividing into inch squares. Cut out a small square of paper, and use it as a pattern by marking around it when placed in the center of each of these squares. Then color, using two colored crayons; then practice a simple unit made with three brush marks, using envelope guide; then draw inch points along the upright edge of a booklet cover; then moving the guide down to each of these marks, make with the brush a unit at each inch mark near the envelope edge.

Make vertical stripes an inch apart on four-by-six-inch bogus paper; up and down within these stripes make a wall paper design in dots and lines.

**BOOKLET COVERS.**—Cut tulips and other flowers out of colored paper, paste on covers, adding a green strip for stems.

Cut animals, birds, or fruits out of stiff paper; use as pattern for drawing border of them at top of cover within two strong lines; fill in with paint.

Folding white paper in four parts, cut out boats, lilies, and fruits, then paste on cover as border.

Cut leaf out of paper; use as a stencil, making four repeats in center of cover by rubbing crayon over stencil.

**RUG DESIGN.**—With crayon make straight-line borders on colored paper, using two colors of crayon; lines to go across the rug, using different widths of line and different spacing to produce design.

**STAINED GLASS.**—Cut out squares of water-colored paper that has had several colors dripped into one another, and mount on black paper, leaving a small margin between the squares.

## Oral Bible in Grades One to Three

BY ELLA KING SANDERS

### THIRD TERM

#### Lesson 12—Joseph Bates

**AIM.**—To help the children realize the emptiness of a worldly life in comparison with a Christian life. The world has nothing to offer, but God has all.

**INTRODUCTION.**—Show a water scene with a ship in the foreground. Question as to the knowledge of the class about sailing. Tell of the little boy in New England, Joseph Bates, who watched the sailors and longed to go sailing around the world to find out what he would see on the other side.

**LESSON.**—Tell how his wish was granted, and of the hard time he had so far from home among the hard-hearted sailors, and how he was made to do things he knew were wrong. Tell of the effects of bad company, and though he forgot God, when brought near death, God cared for him. By God's Holy Spirit he was led to give up bad habits and to read the Bible. Tell of his interest in any good cause to which his attention was called; as, antislavery, prohibition. He saw the falling stars. Always ready to believe anything he read in the Bible. He was the first Sabbath keeper in this message.

**CONCLUSION.**—Impress on minds of children that Joseph Bates believed God in

everything, that he was anxious about those who did not know their duty to God, and gave up his sailing to teach them. He believed that Jesus was coming, and he wanted people to get ready. What is our duty?

HELPS.—“Life of Joseph Bates;” “Great Second Advent Movement,” pages 250, 251.

### Lesson 13 — Uriah Smith

AIM.—To acquaint the children with one of the pioneers of the message.

INTRODUCTION.—Talk about how the message started, and mention some of the prominent men connected with it, as William Miller, Captain Bates, James White, and J. N. Andrews.

LESSON.—Picture a pleasant home among the mountains of New Hampshire at a place called West Wilton. There a young man named Uriah Smith lived. He heard about this message in 1852, keeping his first Sabbath that year. Refusing a salary of one thousand dollars a year, he began work in the printing office for a few dollars a week. Tell of his work as a minister and as the editor of the *Review* for many years, and of the books he wrote. His efforts were never tiring, for his love for this message was great. Those who knew him best tell of his gentle disposition. He was loved by all who knew him.

CONCLUSION.—Why did he refuse one thousand dollars a year to work at printing for so small a salary? Teach the value of making a wise choice. Refer to Bible characters who made wise choices.

HELP.—“Great Second Advent Movement,” pages 320, 321.

### Lesson 14 — The First Seventh-Day Adventist Paper

AIM.—To show how the work with the printed page began, and how wonderfully God has blessed it.

INTRODUCTION.—Show a copy of the *Review*, and talk about its field of usefulness.

LESSON.—Then show the picture of the first paper, *Present Truth*, as given in “Great Second Advent Movement,” page 227. Tell of the plan about publishing a paper in 1849, then picture Elder James White with his hand scything mowing grass at seventy-five cents a day, to get money to print it. Point out on the map Rockhill, Conn., and further picture Elder White walking eight miles and back to get the printing done; then make vivid

the scene in his home as the family kneel and ask God to bless that first paper. Then see him, with a carpetbag (explain), carrying those copies back eight miles to mail them. Read some of the things on the first page of paper. Give results that soon followed, and tell of the loads that now go to mail each week.

CONCLUSION.—Tell of the weekly visits that the *Review* makes each week to families all over the world. Speak of the many other papers in many languages that are published now. God’s hand is guiding in this work, and soon it will be finished. Shall we let him guide us?

HELPS.—“Great Second Advent Movement;” *Our Little Friend*. Vol. XXIV, No. 1, page 9; No. 3, page 28.

### Lesson 15 — Our First Sabbath School

AIM.—To teach facts in denominational history, and to deepen the interest of the children in this branch of the message.

INTRODUCTION.—Have a talk with the pupils to obtain their knowledge of the history of the Sabbath schools. Sunday schools have been held for hundreds of years. Talk of the difference between the two.

LESSON.—Talk of the days of their grandparents when there were no Sabbath schools held; maybe the grandparents of some of the children will remember when the first Sabbath school was held in Rochester, N. Y., in 1853. At that time the *Youth’s Instructor* was printed monthly, and the lessons were printed in it. The children were told to read the lesson over several times, then look at the questions to see if they could answer them, and in that way learn their lessons. Talk of the *Little Friend* and tell its age. Only thirty-five years since the children began to bring pennies to Sabbath school. In 1887, all the Sabbath schools gave \$10,000 to Africa, and after that the children began to give their pennies to build a boat, called the “Pitcairn,” about which we shall study some day.

CONCLUSION.—Tell of the gifts now, and the goal for the next four years. Teach gratitude to God for a part in this great work.

HELP.—*Little Friend*, Vol. XXIV, No. 2.

### Lesson 16 — Our Work in Asia

AIM.—To increase the faith of the pupils in the third angel’s message, and to teach the facts about the work in Asia.

INTRODUCTION.—Show globe or map of the world, and talk about the inhabitants

of different sections. Point out our country, and recount the early days of the message.

**LESSON.**—Sketch a journey from Honolulu to Hongkong, and picture a lonely brother on his way as a self-supporting missionary. This was in 1887, the man was Brother A. La Rue. Try to impress the spirit of love that prompted this move. Tell how other workers followed in 1902, and later doctors and nurses followed, till now there are hundreds of workers—men, women, and children—in the Far East, telling the people that Jesus is coming. Seven years ago there were only sixty converts in China, but today there are over one thousand souls rejoicing in Jesus. Millions yet in heathen darkness need the light. Tell something of their customs, to show the darkness.

In India the canvassing work began in 1893, when Brethren Stroup and Lenker went there. In 1894, Miss Georgia Burrus went to Calcutta and began work for the women. Tell something of the customs of the people and of the suffering of the little child widows.

**CONCLUSION.**—This work is of God, and he calls for helpers and means. Try to inspire a love for those in darkness, and to create a desire to help them.

**HELP.**—"Outline of Mission Fields."

#### Lesson 17 — Our Work in South America

**AIM.**—Same as in lesson 16.

**INTRODUCTION.**—Show map and take an imaginary trip from New York to Argentina. Tell something of the country and its inhabitants by making imaginary visits to the city and to the country.

**LESSON.**—Tell how a man's curiosity was aroused by reading in a newspaper about a baptism in Switzerland; how he wrote to Switzerland for literature, and as a result became a Sabbath keeper. This was in 1889. In 1891 canvassers were sent there. Tell of the work now, how it has spread, and of the thousands rejoicing in the truth. Point out Lake Titicaca,

and tell of Brother Stahl's work among the Indians as reported in the *Review* of 1912. Make an imaginary visit to one of the Sabbath keepers' homes there.

**CONCLUSION.**—Teach that God's truth makes all one; the boys and girls of South America are our brothers and sisters, willing to sacrifice for the truth.

**HELPS.**—"Missionary Outlines" and "Story of Our Missions."

#### Lesson 18 — The Story of the "Pitcairn"

**AIM.**—To teach that God sends his truth to the honest hearted no matter where they are.

**INTRODUCTION.**—Make use of the globe, pointing out some of the islands where the truth is going. Talk of the natives of those warm islands. Picture a journey over the trackless ocean.

**LESSON.**—Point out the island of Pitcairn, and tell how the news came to us of the godly people living there, and of the papers and tracts sent them by Elders White and Loughborough in 1876. Years later when J. I. Tay visited them, the whole island began to keep the Sabbath. Next, the children of America gave their pennies to build the "Pitcairn" to carry missionaries to this and other islands. Picture the departure of that ship in 1890, follow it over the deep, and visit the different islands as the ship makes its stops. Tell of the return of that ship and of the subsequent trips, and of the different islands—Tahiti, Fiji, Raiatea, Rarotonga. In 1895 the work was planted in nine different groups, and now the number has greatly increased. Tell some of the interesting events among the natives of Pitcairn Island as told in the "Story of Pitcairn," showing picture of their school-house. The children never spend any money foolishly. Why?

**CONCLUSION.**—Teach how the prayers of the honest are heard in heaven, no matter if they do come from a lone island. Did it pay to give pennies and dimes to build a ship to send missionaries?

Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures,—covering as many as possible of the most useful trades,—also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment-rooms should be provided, and the work in every line should be under skilled instructors.—"Education."



# READING COURSE

## Third Year

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

#### Need of the Holy Spirit

1. WHAT are the results of Bible study with the aid of the Holy Spirit?
2. How have many teachers done despite to the Messenger of God?
3. What has worked against the influence of the Holy Spirit?
4. Of what is there need among teachers?
5. What prayer ought we to pray earnestly?
6. Of what assurance should we lay hold?
7. Show the relation of the Holy Spirit to the use of our faculties and talents?
8. How should God's Messenger be treated when he visits the schoolroom?
9. How ought men to cooperate with the Holy Spirit to attain God's ideal for them?
10. What unholy influences and practices must be avoided? What spirit inspires them?

#### Working of the Holy Spirit

1. How does the Spirit work for students at times?
2. What should we expect of the Holy Watcher? Why?
3. What kind of festivals should be kept in our schools and churches?
4. To what danger are our teachers exposed?
5. What will save them from this danger?
6. What counsel is given on attending worldly schools?
7. What will develop the great possibilities of the human understanding?

#### The False and the True

1. What is making thousands of skeptics?
2. Why is skepticism attractive to youth?
3. What effect does it have on young minds?
4. In what does true greatness consist?
5. Point out the nature and source of infidel writings.
6. What mistaken idea of preparing for Christian work do some have?

7. What kind of history study is commended?

8. What is to be condemned in the study of history and theology?

9. Point out the dangers in the study of Greek and Latin as ordinarily pursued.

10. How may necessary knowledge of these languages be gained?

11. What relation should their study bear to more practical subjects?

12. What is the only education worthy the name?

13. Point out the evils of reading fiction.

14. What is the only safe rule for the lover of fiction?

15. Show how the reading of myths and fairy tales by children and youth is productive of evil.

16. What standards did Christ's teaching set before us?

17. What is the test of true knowledge?

#### The Knowledge That Endures

1. What words of caution are for teachers?
2. What classes of books does the Lord require teachers to put away? Why?
3. Mention two things whose relative importance should be emphasized (bottom of page 390).
4. In what would a better understanding of the teachings and methods of Christ result?
5. What kind of studying serves no useful end?
6. What preparation for service is often nothing more than a farce?
7. How is money well-nigh wasted in obtaining an education?
8. What kind of education is a fraud?
9. What is the real essence of education?

#### The Higher Possible Development

1. What wrong impression of the instruction given us on education must be guarded against?
2. What intellectual discipline do many college students need?
3. What high standard of effort is to be maintained?

4. What is the grandest study for human intelligence?

5. What positive caution is given against letting down the standard of education?

6. Show how and why the natural and the spiritual should be combined.

7. Point out the excellent results that follow the making of the Bible our guide and counselor.

8. In what specific ways should ministers, physicians, and teachers cooperate with Christ?

#### Warnings to Teachers and Students

1. What warning has been repeatedly given to Seventh-day Adventists?

2. What counsel is given by One in authority against infidel authors?

3. In what sense are students to climb higher than the standard set by the world?

4. What lowers the standard of education in our schools?

5. How are teachers to keep their instruction of the highest and best quality?

#### A Speedy Preparation for the Work

1. How should the education of our young men and women be equalized?

2. What is the result of pursuing knowledge merely for its own sake?

3. Point out the danger of intemperance in study.

4. How does the Lord estimate laborers?

5. What lessons may we learn from the education of Moses?

6. What is the most important lesson to learn?

7. On whose guidance must the student depend in his education? From what errors will it save him?

8. What solemn fact has an important bearing upon length of preparation for the work?

9. What ambition unfits students for soul-winning work?

10. Is education to be depreciated? What is the danger?

11. How long shall we need schools?

12. What personal experience of Moses would be valuable to many?

13. How is the Great Teacher represented among us?

14. What tender but urgent call to service is continually sounded?

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

#### CHAPTER XXVIII

1. Review the diagram and comments

on the "Science Group of Studies" on pages 209, 210.

2. Note carefully the groundwork of the sciences which is laid in the elementary schools, and how it is built upon in the higher grades. This will help you to gain a clear perspective in this line of teaching.

3. Make an effort to secure the use of a teachers' manual on each of the subjects treated in this chapter. If you do no more than look them through, it will be worth while for its inspirational and suggestive value. Those mentioned here are good, but not the latest. A good library or schoolbook catalogue will help you to find the best.

#### CHAPTER XXIX

1. Review the diagram and comments on the "Mathematics Group of Studies" on page 210.

2. Do in this chapter as directed in paragraphs 2 and 3 in Chapter XXVIII above.

#### CHAPTER XXX

1. Review the diagram and comments on the "Art Group of Studies" on pages 210, 211.

2. Note the underlying purpose of teaching the school arts—to lead pupils to *create* as well as to appreciate. The tendency of school work is to become abstract, to exercise the faculties in grasping truth or mind knowledge. The school arts tend to develop ability to *do*, to take the initiative, to construct—qualities of immense practical value.

3. Observe the part that rightly directed home work may have in physical culture.

4. Compare these two statements:—

"Educators are coming to agree that while nothing is lost, the gain from the art studies in our schools is immense."  
—Page 354.

"In following this plan [daily, systematic labor as a part of education], the students will realize elasticity of spirit and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone."—Vol. VI page 180.

5. In which class of teachers do you belong? (See page 315.) What is your aspiration in this regard?

6. The author's discussion of demands and methods on pages 356-370 is very richly suggestive and inspirational. After reading it attentively, answer questions 31-37 found on page 385.

# HOME EDUCATION

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

## ONLY A BOY

I'M only a boy, with a heart light and free;  
I'm brimming with mischief and frolic and glee;  
I dance with delight, and I whistle and sing,  
And you think such a boy never cares for a thing.

But boys have their troubles, though jolly they seem;  
Their thoughts can go farther than most people deem;  
Their hearts are as open to sorrow or joy,  
And each has his feelings, though only a boy.

Now, oft when I've worked hard at piling the wood,  
Have done all my errands, and tried to be good,  
I think I then might have a rest or a play;  
But how shall I manage? can any one say?

If I start for a stroll, it is, "Keep off the grass!"  
If I go to the house, it is, "Mercy, what feet!"  
If I take a seat, 'tis, "Here, give me that chair!"  
If I lounge by the window, 'tis, "Don't loiter there!"  
If I ask a few questions, 'tis, "Don't bother me!"  
Or else, "Such a torment I never did see!"

I'm scolded and cuffed if I make the least noise,  
Till I think in this wide world there's no place for boys.  
Of course, a boy can't know as much as a man,  
But we try to do right, just as hard as we can.  
Have patience, dear people, though oft we annoy,  
For the best man on earth once was "only a boy."

— *Rev. A. A. Phanstiehl, D. D.*

## The Home School in Winter

BY MRS. EMMA B. WASHBURN

How many happy hours the winter time brings to mothers! And what precious hours they are with the little children! I enjoy the cloudy day, the rainy day, the cold day, when my two little girls, four

and five years respectively, are with me in the house.

There are so many things they can do which are educative, and which take very little work on my part. I am unusually busy this

winter, and sometimes it seems impossible to drop my work and spend even the "twilight hour" with the children. So all that is accomplished in their education is done *while I work*. This may encourage other busy mothers.

The little duties about the house constitute a very important part of home education. No busy work of an artificial nature can equal the pleasure found in doing real duties, and thereby helping bear the burden of the home work.

Outside this training, I find that nearly all their play can be made educative. Since Thanksgiving time, their dolls have been called Oceanus and Peregrine, after the babies who were born on the "Mayflower." The children make drawings of the boat, the log houses, the pine trees, and the Indian wigwams.

Since some of our near friends recently went to South America as missionaries, there has been much interest in the study of geography. In answering their many questions, instruction has been given concerning North America, the cities visited, Europe, the Atlantic Ocean, and South America. The other day I made them each a paper boat. They cut out pictures of men and women from catalogues to represent the missionaries. I was pleased to notice that they cut out a Bible and put in the boat, saying, "They need a Bible to help them teach the gospel to the people." They spent a long time drawing the boats around between the rugs. We named the different bodies of water, defining them.

The present Sabbath school les-

sons have been a basis for a part of their busy work the past few weeks. I drew a map of the journey of the children of Israel. They have mounted sticks for people, a lot of little paper tents, and they take great pleasure in going over the story, setting up the camp, etc. The map is so familiar to them that one day little Millie surprised us by copying accurately a map of that section of the country which she found on one of her papa's history of antiquity papers.

I shall always be grateful for the article in the journal two years ago by Mrs. McKibbin, on "Answering Little Children's Questions." I take pains to answer their questions truthfully, and it is surprising to see what a fund of general knowledge they have already gained by this method.

It may seem that such school work is haphazard, not very systematic. However that may be, it always seemed to me that to satisfy the child's mind by answering his questions, is one of the first principles of right teaching, leading from the known to the unknown. It pains me greatly to hear a child's question answered evasively; as, "O, that's to make little children ask questions!" or, still worse, to have them told a *falsehood*, calling it a *joke*.

A few times when sitting down to sew, I have taken definite steps in teaching Millie to read. She is eager to learn to read. She recognizes and can make all the letters in large or small print, and most of them in script. These were learned by *copying* them from various boxes, books, and papers, and

saying, "Mamma, what is this?" "What does this spell?" She knows many words by sight, and can spell several.

One day she happened to be looking at her book "Our Little Folks' Bible Nature." As she sat beside me, I called her attention to the picture of the sun, having the word *sun* under it in script and print. She readily picked out the words *star* and *moon* from the picture above them. I had her find these words on the next page. I read the sentence, "I see the sun," and asked, "What did you see?" "Who sees the sun?" She took great delight in this one lesson, and does not forget it. I made her a copy and she wrote the words *sun, moon, stars*. She writes her own name quite well.

For some time she has counted and made neat figures up to 10. The other day I explained to her the mystery of the family of tens, and the family of units; so she writes the figures up to 20 now. She has also learned the following, and can make good number stories about them:—

3	4	3	2	6
2	5	9	2	4
—	—	—	—	—
5	9	12	4	10

These are the first facts in addition given in McClymond and Jones's text used in our schools.

I shall be glad to get the lessons for Grade I in the Mothers' Normal. It may help me to systematize the work in my home school.

WHAT is better than the rod? —  
A truly sanctified life. Life is mightier than all instruction.—  
*Joseph Flint.*

### The Mothers' Normal; What Is It?

THE Mothers' Normal is a department of the Fireside Correspondence School. In it a mother tries to help other mothers in the teaching and training of their children.

The General Conference Department of Education has long felt the need of reaching the homes of our people in a more simple and extensive manner than could be done through the church school. Many State superintendents have also felt the same need, and have tried to encourage parents to take up this work in their homes. But not until the present year has there been a systematic effort made.

Two courses of instruction are offered, which are designed to carry the child from birth until it is seven or eight years old, when it should be able to read the first reader, and any other reading matter of like grade. The first course is called—

EARLY EDUCATION. This covers the first five years of the child's life. It consists of twenty lessons, embracing such subjects as The Responsibility of Motherhood, Nursery Management, Training the Child in Self-Control, Story-Telling and Busy Work, How to Make the Sabbath a Delight, The Value of Play in Education, and many other helpful lessons. Only those who have tried it can appreciate how much a child may learn in these first years. But everything depends on the environment and the attitude of the parents, especially the mother.

The gardener is very careful that

his young plants may not become stunted and dwarfed in the early spring. It is so in every department of life; it is very important that the beginning shall be well founded. The human mind is no exception to this rule. But as it is so delicate and sacred, it should be guarded and trained with the greatest care. The closing lessons of this course develop a vocabulary, and prepare for the work of the next course, which is called —

**THE FIRST GRADE.** In a very simple way, the author of the lessons shows how the mother who has no special training may still become the teacher of her children. With the help of blackboard, crayon, and a few simple devices, she may so wake up the minds of her children that even before they arrive at school age they may be well started in their education.

A number of mothers are using these lessons with gratifying results. One says: "I am enjoying the lessons very much, and my little boy is learning rapidly, too." Another, "The lessons grow more interesting all the time. I am getting much help from them." Here is a word from across the sea. One of our missionary mothers in Korea says, "I am so thankful for this help! I want to take the Early Education course to help me with my own baby, and I want the First Grade course to help me in my work with the native children."

It is the plan of the Department to follow these courses with others up to the eighth grade, where the work of the Correspondence School begins with the same subjects as are taught in our other schools.

### Save the Boys

"Where are the boys, the little boys  
Who ran about our door?  
With laughing eyes and merry tread  
They come to us no more."

WITH a sob in the heart, we think of the boys who once were pure and trustful, who went to Sabbath school regularly, and faithfully learned the lessons. The hearts of their parents glowed with pride and anticipation as they looked forward to the time when their boys would go forth to proclaim the message for this time. But as time goes on, little by little the boys care less and less for Sabbath school. It becomes irksome to them. They congregate in groups, and steal away to the woods. Then comes friction in the home. Parents, not realizing the boy nature, try to coerce the boy. Gradually the breach widens between parent and child just at the critical time when confidence and trust should be cemented more firmly than before. The conflict is kept up with varying results; sometimes the boy attends Sabbath school, sometimes he stays at home, miserable and unhappy. Gradually he finds more satisfaction with the "fellows;" he is out more in the evening; home influences wane, and lose their hold altogether. The boy breaks away entirely from the faith of his family, and goes forth to make his way in the world.

How different it all might have been if the parents had, at the critical time, cultivated the friendship of the boy! By every reasonable means (and I almost said unreasonable) the parents should win and hold the boy's confidence.

The father should study the boy to find out his special likes and dislikes. If the home is on the farm and the boy loves pets, give him a calf, a colt, or whatever seems to fit the case. It may be a flock of hens, but give him something for his own. Help him to care for it, plan with him as you would with Mr. Snell across the way. Recognize the embryo man that is growing up beside you, and you will be surprised how he will develop in manliness.

Avoid the discussion of points of conflict. Steer clear of them as you would of a precipice. Chum with the boy, visit with him about the things he enjoys talking about. But you say, "He is foolish and unreasonable." What if he is; you yourself may have been more foolish and more unreasonable twenty-five years ago. Keep close to the boy, as you would if he were in a real battle; for indeed he is—a battle with himself. Pity him in your heart, and sympathize with him in his struggles, but do not censure him. Instruct him.

A boy in the early teens was overcome, and did something he knew was against his parents' wishes. It almost broke his mother's heart, for the time being, as she realized the truth. But she looked into his innocent, boyish face and saw his regret; she opened her arms to receive the little culprit, who fell sobbing on her breast. She saw the repentance in his face, and from her heart she pitied him in his weakness, but she did not cast him off.

Remember the pit from which you were digged. How often have

you in an unguarded moment been overcome, and disappointed your Heavenly Father! Then be patient with this small man who is for the first time traveling up the hill of life to manhood. Mr. Fiske, in his "Boy Life," says:—

But what will win is the appeal to the boy's honor and self-respect, assuring him of your confidence in him and faith in his future. Overlook his crudities, and make him think you reckon him at several years older than he acts. This will bring him quickly up to your estimate of him, and his latent manliness will rapidly appear, at least in your presence. He will soon have a keen desire to win your approval and hold your respect. Trust him, and he will not disappoint you; for he will come to feel that you among all his friends, understand him. Encourage his confidences, and he will soon confide in you freely, and at such times you may readily influence him by the power of suggestion, to which such boys are peculiarly susceptible. You can then arouse in him new purposes, higher standards of manliness, right ambitions for his own future, and perhaps a true ideal of usefulness. Now is the time when the boy is ripe for a sensible, manly Christian experience, which will exalt these new experiences and purposes and make them permanent; binding him, through your own friendship, to your Master, the manly Christ.

### Training of Infants—No. 3

Let "No" Mean "No"

Neither is it any special hardship at the time if it is taken as a matter of course from the beginning that only the proper food shall be eaten, and that "no" means "no." One of the greatest mistakes mothers make is in refusing things, and then allowing

themselves to be teased into granting them. Unless there is a reason for refusing, they may as well grant them in the first place; but if there is a reason for refusing, no amount of teasing should make them alter their decision. Nor will there be teasing unless it is found to be effective. I heard a mother say recently that she once overheard her little girl and some friends talking together. The friends were urging her daughter to tease her for something she wanted, and she said: "It would not do any good. When mother says No, she means it." And that is the way it should always be. Both parents and children would be saved much unhappiness.

### Busy Work for Little Tots

#### Lesson 2

HERE we are, children! Let us sing our Good Morning song.

"Good morning, little children dear,  
How pleasant 'tis to see you here!  
With faces bright and hands so white,  
It is a very pleasing sight."

How many found something the same color as the ball?

(Almost all hands are up. Some have pieces of red cloth, others red ribbon, still others have flowers. The object of this requirement is to cultivate power of observation.)

How many can tell me other things that are round? You may tell, Pearl.

"Mamma's ball of yarn is round."

Willie?

"My croquet ball is round."

Elvira?

"The wheel of my doll carriage is round."

Yes, that is true. Is it round like a ball, children?

"No, it is round like a plate."

Yes, it is a circle.

Well, Minnie, you may give each one a ball, and take one yourself.

What color is your ball, Earl?

"My ball is green."

What color is yours, Pearl?

"My ball is blue."

Let us all look at our balls and see if the handles are up or down. Hold your ball by the handle and tell me how the string stands. How is it, Willie?

"My string is up and down, too."

Look around the room, children, and find other things that are up and down.

What do you find, Willie?

"The stovepipe is up and down."

Elvira, what do you find?

"The window casing is up and down."

I am going to give you another name for up and down. All watch while I write it on paper — Vertical.

You may take your paper and make some vertical lines one inch long.

Hold up your balls by the handles and tell me about them.

Pearl?

"My ball is round, and the handle is vertical."

Earl?

"I have a pretty yellow ball with a vertical handle."

Some of you told me the window casing is vertical, but you did not tell me anything about the window sill nor the doorsill.

"You did not tell us anything about them."

Well, I will do that next time.



# Christian Education

J. L. SHAW  
W. E. HOWELL

Editors

WASHINGTON, D. C., MARCH, 1914

Subscription Price \$1.00 a Year  
Single Copy, 10 cents

No subscriptions accepted for less than half-year

Published monthly by  
REVIEW AND HERALD PUB. ASSN.,  
WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post-office at Washington, D. C., under the act of Congress of March 3, 1879.

## Key to Frontispiece

AT THE TOP.—Walla Walla College normal building. Value \$3,000; inside equipment, \$500; library, 150 books. Normal students, 18; normal instructors, 7; training school pupils, 146. Normal graduates last three years, 2, 4, and 8, respectively.

IN THE MIDDLE.—Normal students in Emmanuel Missionary College the present year,—in number, the maximum enrollment to date. The normal director, Miss Myrta M. Kellogg, is the second from the right in the second row. Pupils in the training school, 50.

AT THE BOTTOM.—New normal building at South Lancaster Academy, not quite finished when the picture was taken, but now completed and in use. Cost of building and equipment, about \$15,000. Basement equipped with 12 carpenter benches, accommodating two students each. First floor: assembly room, one large room for manual training, a large recitation room, cloak rooms, toilets, and lavatories. Second floor: three recitation rooms, one manual training room, and director's office. Third floor: to have three schoolrooms and domestic science quarters. Each schoolroom is provided with a corner cabinet, case of maps, globe, dictionary. Building has electric lighting, steam heating, and latest ventilating systems, bubble fountains, liquid soap, paper towels. Normal students, 24; instructors, 6; training school pupils, 93; normal graduates last three years, 22.

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## Washington Missionary College

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As provided for in the adjustment of colleges at the Autumn Council, the Foreign Mission Seminary will resume the status of a college at the opening of the school year 1914, having for its territory the Atlantic, Columbia, Southeastern, Southern, and Eastern Canadian Union Conferences.

At a recent constituency meeting, the name of the institution was changed to the Washington Missionary College. A board of fifteen members was elected, consisting of the presidents of the four union conferences and of five local conferences adjacent to Washington, local men, and representatives of the General Conference. The board has appointed its faculty, and is laying plans for the coming year.

The school will provide full college work for young people living in the conferences mentioned. A full academic course is also provided for students living in the eastern section of the Columbia Union Conference. Thus the College will do work from the ninth to the sixteenth grades, inclusive.

The training of missionaries for foreign fields has been a very prominent feature of the institution for several years, and a large number of its representatives are now in foreign lands as a result of the training which they received at the Seminary. This department will continue in the future as in the past. It will be the aim and study of the College to make the Foreign Missions department even more efficient, if possible, than it has been heretofore.

We feel profoundly thankful that provision has been made whereby our young people may obtain a college education, with all the advantages of being located at the headquarters of the work, and in close proximity to the capital. Washington is the great educational city of the nation. Special attention will be given to the developing of workers in evangelistic lines. The great cities of the East, with their teeming millions, are calling loudly for help. There is need of well-trained men and women who shall be able to present the truth to all classes.

THE CALENDAR OF THE WASHINGTON MISSIONARY COLLEGE for the year 1914-15 will soon be ready. Copies may be obtained by addressing the president —

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J. L. Shaw, Takoma Park, Washington, D. C.

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