

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

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Washington Missionary College

The Washington Missionary College at its annual constituency meeting, realizing the great need of evangelistic laborers for the work both at home and abroad, passed the following preamble and resolution:—

“Believing that the hour has come when the messages of Revelation 14 are to be proclaimed with a loud voice, and God’s work in the earth to be finished; seeing the whitened harvest fields, both in the homeland and in heathen countries; knowing that our conference committees are wholly unable to answer the imperative demands for efficient evangelists to preach the messages to the millions in our larger cities; and appreciating to some extent that our hope, under God, of finishing this work in this generation, and of filling the opening providences of God at this time, lies largely in a well-trained, consecrated, godly ministry,—

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The Master Sculptor

MARGARET J. PRESTON

'Tis the Master who holds the mallet, and day by day
He is chipping whatever environs the form, away ;
Which under his skillful cutting he means shall be
Wrought silently out to beauty of such degree
Of faultless and full perfection that angel eyes
Shall look on the finished labor with new surprise,
That even his boundless patience could grave his own
Features upon such fractured and stubborn stone.

'Tis the Master who holds the chisel : he knows just where
Its edge should be driven sharpest to fashion there
The semblance that he is carving ; nor will he let
One delicate stroke too many, or few, be set
On forehead or cheek, where only he sees how all
Is tending, and where the hardest the blow should fall,
Which crumbles away whatever superfluous line
Would hinder his hand from making the work divine.

With tools of thy choosing, Master, we pray thee, then,
Strike just as thou wilt, as often and where and when
Thy vehement stroke is needed ; we shall not mind
If only thy chilling chisel shall leave behind
Such marks of thy wondrous working and loving skill,
Clear carven on aspect, statue, and face, as will,
When discipline's ends are over, have all-sufficed
To mold us into the likeness and form of Christ.

CHRISTIAN EDUCATION

Vol. V

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No. 8

How I Use the Bible in Teaching History

BY O. J. GRAF, EMMANUEL MISSIONARY COLLEGE

"RIGHTEOUSNESS exalteth a nation." "The throne is established by righteousness . . . upholden by mercy."—*Proverbs*.

"History is but the unrolled scroll of prophecy."—*Garfield*.

"It is when the hour of trial is over that history comes to a right understanding of the strife, and is ready to exclaim, 'Lo, God is here, and we knew it not.'"—*Bancroft*.

"In the annals of human history the growth of nations, the rise and fall of empires, appear as dependent on the will and prowess of man. The shaping of events seems, to a great degree, to be determined by his power, ambition, or caprice. But in the Word of God the curtain is drawn aside, and we behold, behind, above, and through all the play and counter play of human interests and power and passions, the agencies of the all-merciful One, silently, patiently working out the counsels of his own will."—*Mrs. E. G. White, in "Education," page 173*.

This last quotation is the best brief statement of the philosophy of history with which I am acquainted. It leaves no question as to whether or not the Word of God should have a place in history teaching. How best to use the Bible, however, still remains a serious question, to which many answers

have been given. In venturing to write on this subject which has been assigned me, I do not by any means assume the role of one who has attained, but rather I am writing frankly what I am endeavoring to do, and earnestly solicit the criticisms and suggestions of my fellow teachers. The subject was assigned as given in the title above, and this must, to some extent at least, justify the free use of the personal pronoun.

The quotations given should help the history teacher to realize the magnitude of the task he has undertaken. Like unto these is another from page 47 of "Education," by Mrs. E. G. White. With reference to what was taught in the schools of the prophets we find this statement: "In the records of sacred history were traced the footsteps of Jehovah." To take our students through the wicked, selfish, cruel, and in many instances the bloodcurdling and blood-flowing scenes of history and show them the "footsteps of Jehovah," is indeed a task too great for human minds to undertake. In fact, the problem of history is so intricate, so complex, that very few historians have attempted its solution. I know of no writer of reputation since Hegel and Buckle, who has attempted to give us a philosophy

of history; and that these men failed, we quite readily concede.

Yet we need not be altogether discouraged, for he who believes God's Word and receives his prophecies, stands on vantage ground. To him the problem becomes more simple. He holds the key that admits him into the treasure house of history, which the unbeliever can behold only from the outside. We know that back of the complexity of historical facts is One who is patiently working out the problem of sin and its solution; One who not only can fathom the philosophy of history, but also is all-powerful in "working out the counsels of his own will."

This does not mean that God is responsible for all that history records, for it must be remembered that God does not infringe upon man's free will, and this is what makes it necessary for him patiently to work out "the counsels of his own will."

These thoughts I endeavor to make the guide, the groundwork, of my history teaching; but I confess that many times I "see through a glass darkly." Then I take courage from this statement found on page 304 of "Education:" "There will be open to the student, history of infinite scope and of wealth inexpressible. Here, from the vantage ground of God's Word, the student is afforded a view of the vast field of history, and may gain some knowledge of the principles that govern the course of human events. But his vision is still clouded, and his knowledge incomplete. *Not until he stands in the light of eternity*

will he see all things clearly. . . . The veil that interposes between the visible and the invisible world will be drawn aside, and wonderful things will be seen.' (Italics mine.)

Aim in Teaching History

A few words, in a more general way, concerning the aim or objective in history teaching, may be in place here. There are benefits to be derived from the study of history in addition to what has been mentioned. Here are a few of them: The study of history should develop in the student broadmindedness, ability to see in the present the molding influence of the past, and to reason from cause to effect. It should correct narrow inductions, and rectify hasty judgments. In short, the study of history should develop character, and prepare for better citizenship in this present evil world and in the world to come.

I am inclined to think that we often take too limited a view of the purpose of this study. We find students who wish to study only those high points in history which are the clear fulfillment of prophecy. But one cannot fully appreciate the beauty of fulfilled prophecy, nor show its beauty to others, without having a broad and continuous view of what history records. We must be able to see the intervening valleys as well as the magnificent towering mountains. In addition to its bearing on prophecy, the study of history is sufficiently educational to place it beside the languages, philosophy, mathematics, and other subjects, as a cultural

study. What justifies their study, as a rule, also justifies the study of history. Yet we as advocates of Christian education must in our teaching place to the forefront the

fact that history helps us to see the interpretation and fulfillment of prophecy, and better to understand God's plan for this world, and how he is working it out.

The Supreme Condition of Success in Teaching the Bible as Literature

BY GEORGE W. RINE

A QUESTION that naturally suggests itself to the teacher of English literature is, How can I lead the student to realize and appropriate most economically and effectually the literary treasures of the Sacred Book?

Whatever the student's conviction may be as to the superhuman character of the Bible, he must first realize that its message is expressed in human symbols and language; that he must first comprehend its human side, its figures, illustrations, situations, scenes, and characters. "It is not a message," says Prof. S. S. Curry, "until the words awaken the faculties of the hearer [or reader], and cause him by the power of his imagination to re-create for himself every situation and scene." In a word, the treasures are found in earthen vessels. In order that its message should be intelligible, it had to be brought into the realm of human experience.

The sublimity of the inspired message, the depth and spirituality of its truths, are not infrequently felt by the learner to be the chief hindrance to the literary appreciation of the Bible. He must be led to see that the Bible should be approached in a simple, childlike

attitude. The highest art is always marked by the greatest simplicity. A great teacher once said that the more sublime a book, the more childlike the attitude required for its adequate interpretation. Now, as we all know, the English Bible is unequalled in artistic excellence of language and in sublimity of thought. Hence no language can be more simple, direct, and truly human than the language of the Bible. Not only vigorous intellectual activity, but also childlike teachableness is needed in the linguistic study of the Scriptures.

It is in the spirit of the artist rather than that of the scientist that one should approach the literary wealth of the Book; not as a critic looking on from the outside, but as one who through the sympathetic imagination identifies himself with the truth. He must not only understand, he must feel; he must not only apprehend the parts, he must integrate the parts into one picture; he must synthesize, not analyze. The literary study of the Bible, to be of any cultural value, must be a sympathetic study of its inner spirit, a vivid creation by the imagination of its scenes and experiences. It is true of all artistic literature that it must be

apprehended through the heart, through the sympathies, through the imagination, as well as through the purely cognitive faculties. This is doubly true of the Bible, since it is the most artistic of all literature.

"Half the Bible," writes Professor Curry, "is poetry; inevitably so. If the majority of the books were not poetry, it would be false to human experience, for 'anything becomes poetic by being intensely realized.'" Aristotle said that the difference between history and poetry is that poetry embodies "a higher truth and a higher seriousness." By this test the Bible is seen to be the most exalted of all poetry, the most artistic of all literature.

Vocal Interpretation the Crucial Test

But literary art, like all other art, must be expressed, must be embodied, must be concretely realized, otherwise it could not be art. The Bible, as literary art, is already expressed in written language. Therefore the one great thing that remains for the student of this art to do, is to express it vocally — orally.

The late Prof. Hiram Corson, for many years the head of the department of English at Cornell University, often declared that vocal interpretation is the supreme test of the adequate grasp and appreciation of all genuine literature. The truth of this proposition is attested by the fact that effective oral expression is not possible without such grasp and appreciation. Another eminent authority declares that "it is not too much to say that vocal interpretation is the necessary climax of the true liter-

ary study of any work of literature." The father of modern philology, Alexander Humboldt, went so far as to assert, "No one can regard a written word as a real word; the real word is spoken." Oral language is natural language; hence vocal expression is the translation of passive, inert records into the language of personal life and power. Natural vocal delivery means that the learner has through imagination and sympathy linked his soul in unison with the joys and sorrows, the hopes and aspirations, and with the ideals of those whose record he interprets. In this way vocal expression becomes the revelation of life. And to portray life is the very dynamic of art; and art is the supreme expression of a cultivated human soul.

In short, expression is the crucial test of all true knowing, feeling, willing — of all education. Every phase of education, if genuine, is susceptible of expression through action, through doing. Some aspects of training naturally express themselves through the hands, the feet, or other bodily activities. But the culture derived from the study of literature expresses itself naturally, and therefore artistically, through the voice.

Accordingly, the literature of the Bible must be approached, first of all, through the voice, through the medium of effective vocal interpretation. Adequate vocal expression, however, connotes vigorous thinking, artistic feeling, true imaginative sympathy. In truth, it exacts the intense logical exercise of the multiplex powers of the whole mind. In a very real sense, when the Bible is the text, the

study of literature and the practice of rational elocution coalesce—virtually become one and the same process. But, be it remembered, it is such an elocutionary practice as calls into requisition the highest powers of the soul, in the realm of intellect, of feeling, and of purposing. It is an exercise eminently calculated to invigorate the distinctive thinking faculties, to refine and chasten the emotions, and to quicken and discipline the imagination, as well as to enrich the vocabulary and discipline the power of vocal interpretation.

It follows, of course, that the teacher of sacred literature must, first of all, be a good reader, a true elocutionist. If he is a good reader, he is necessarily a good thinker; he possesses a trained ear; his emotions are ardent, yet chastened; his imagination is vivid, but infallibly loyal to the voice of reason. These qualifications are, in truth, indispensable to successful teaching in any department of the literature of power.

The Gospels afford abundant evidence that Jesus was a consum-

mate master of the art of vocal delivery. The records are replete with such attestations as, "Never man spake like this man," "They were all amazed," "They were astonished at his teaching." (The Greek word for teaching, as here used, means the act of teaching, and refers, therefore, to manner as well as to matter.) Observe the impression produced upon an audience by his reading a Bible passage: "The eyes of all in the synagogue were fastened on him." Again: "All bare him witness, and wondered at the words of grace which proceeded out of his mouth." So realistically did he convey the meaning of what he read that the attitude of his hearers was completely changed: "They were all filled with wrath." With Jesus the oral expression of truth was never perfunctory or merely formal. At the very time that he uttered his ideas, he *lived* them. He was never a mere mouthpiece. What he read or said was instinct with the life of his own soul. Because Jesus *was* the truth, he was its own truest revelation.

A Man of One Book]

Of Lincoln it has been said: "[He] built up his entire reading upon his early study of the Bible. He had mastered it absolutely; mastered it as later he mastered only one or two other books, notably Shakespeare; mastered it so that he became almost 'a man of one book;' . . . and he left his life as part of the crowning work of the century."

Homemade School Apparatus

BY LYNN H. WOOD

The Crova Disk

THE Crova disk, as shown in Fig. 1, is used to illustrate the way sound vibrations travel through the air. It is made from a piece of heavy cardboard, the cir-

shown in Fig. 2. Trial will show how fast to rotate the disk.

To construct this disk, draw a circle two or three mm. in diameter, and divide the circumference into say eight parts, *a-h*. Make the

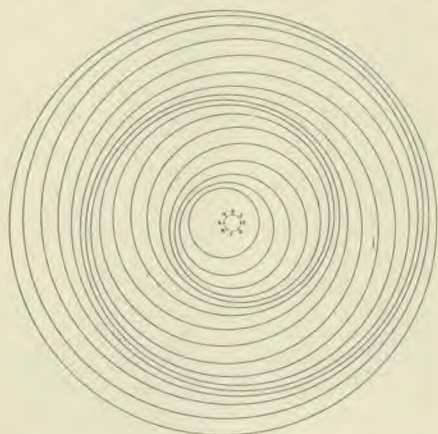


FIG. 1



FIG. 2

cles being drawn with a compass. When the disk is mounted on an axis and rotated rapidly, the waves appear to travel either toward the center or away from it, depending on the direction of rotation. The vibration of the different particles of air may be more clearly illustrated by cutting long narrow slits in

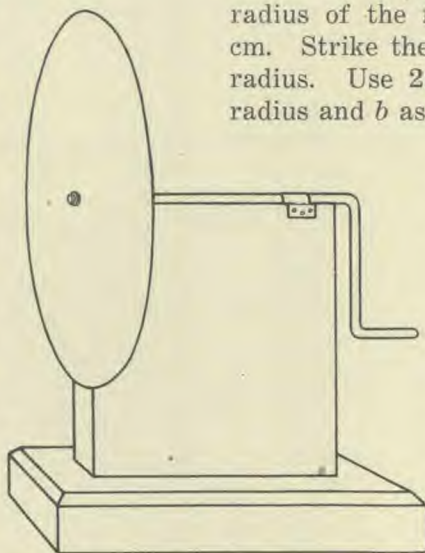


FIG. 3

another cardboard and placing this over the rotating disk. The method of cutting this disk is

radius of the first circle about 2 cm. Strike the circle with *a* as a radius. Use 2.5 cm. as the next radius and *b* as a center, 3 cm. the next with *c* as a center, etc., until the disk is of the size desired.

It is astonishing how clearly this disk illustrates the vibratory motion of air which affects our ears, producing the sensation of sound.

Fig. 3 shows how the disk may be mounted for rotation, provided the school has no rotator or small fan motor.

Vegetable Gardening in Our Schools

BY S. A. SMITH

Classification and Culture of Garden Vegetables

(Continued from February)

GROUP 5, POTHERB CROPS (used for greens).—Of the cultivated crops belonging to this group, spinach and mustard are the most important. Spinach delights in a cool, moist climate, and therefore in many localities may be planted in either late fall or early spring. If the seed is sown in the fall, the essential thing is to have the soil well drained so as to prevent heaving by the frost. The sowing of the seed upon ridges will prevent this largely. During cold weather, the plants may be protected by mulching with straw or coarse litter, or by covering with an old blanket or quilt. The soil should be fertile, in a good state of cultivation, with an abundance of moisture, as a rapid growth of the plant matures crisp, tender leaves. The plants should be in rows from ten to sixteen inches apart, and two to six inches apart in the rows.

The culture of mustard is very similar to that of spinach, save that it is less hardy and will thrive better in a warmer climate.

GROUP 6, SALAD CROPS.—Under group 6 the lettuce,* celery, and parsley are the most important. Lettuce is a hardy, cool-weather, short-season crop, and, therefore, is often used as a succession or companion crop. It requires a very rich, quick, mellow, moist soil, and in order to secure good results, the plants should make a rapid growth from start to finish. For best re-

sults choose a south exposure and a loamy soil. Plow in the fall, then apply a heavy coat of well-rotted manure, which will leach in during the fall, winter, and early spring. When the soil is in condition for cultivation, remove the coarse litter that remains, fine the soil well, and plant the seed in rows from eight to twelve inches apart. When well up, thin to any desired stand.

Parsley, as all belonging to this group, requires a cool, moist soil and climate. It takes from sixty to ninety days to develop leaves fit for picking, and as the seeds are slow to germinate, it is sometimes best to sow them in seed beds where they can be watered when desired. When the plants have formed the first true leaf, they may be transplanted to the garden. In the fall some roots can be placed in boxes in the cellar near a window, where they will, under proper care, develop enough leaves for the table use. When transplanting to the garden, place the plants from eight to ten inches apart each way where hand cultivation is desired, and the rows farther apart for horse tools.

For celery choose a black, very fertile, and very moist soil, and a north or east slope. As one author has said, "Celery thrives when its feet are wet." Celery is always a transplanted crop, because the seeds are very slow to germinate and the seedlings delicate. Sow the seed in a hotbed or cold frame the same time as you would early

tomato or cabbage seed. It is best to use soil which has been previously heated in an oven for the purpose of destroying weed seeds and foreign bacteria, as in ordinary soil the weeds will outgrow the celery. When the plants form the first pair of leaves, thin to two inches apart, and when they become strong, stocky plants they may be transplanted to the garden.

Make trenches, either by hand or with horse tools, from eight to twelve inches deep, the depth depending on the method of blanching. Where boards are used, the trench need not be so deep. The trenches are usually made from three to six feet apart, according to hand or horse methods of cultivation, and the plants set six to ten inches apart in the trench. Some prefer making the trench wide enough to accommodate two or more rows in each trench.

The blanching is done by filling

the soil in around the plants as they grow, until the trench is full; then the more common method is to use boards any desired width to shade all but the tips of the leaf-stalks. Never put wet soil against the plants, as this will cause rusting.

The new celery culture consists of setting the plants from four to six inches apart in a small plot of ground especially well fertilized and available to artificial watering. The plants thus set will shade each other, and by placing boards around the outside of the bed, all the plants will be bleached. Success depends upon excessive fertilizing and watering. Be careful not to apply the water to the foliage, as this will cause mildew. Keep the roots wet and the foliage dry. The hotbed, after being emptied, will serve the purpose well.

(To be continued)

An Example of College Discipline

THROUGH the bravery and quick work of the Wellesley College fire brigade, composed of college girls, 350 girls were conducted safely from College Hall, the chief building of the college group, and one of the oldest, when fire destroyed the building March 17, with loss which college officials estimate at \$1,000,000.

Mary O'Mohoney, chief of the college fire brigade, directed the rescue work, arousing the girls and rushing them partly dressed onto the campus. Through the quick work of the brigade of drills, the big building, more than 400 feet

long and five stories high, was emptied in three minutes, with a minimum of hysteria and fright.

Fire drill provisions were almost perfect. When the alarm was given, the rule provided that each girl should jump from bed instantly, take the first wrap at hand and step into the hall. Brigade leaders, each commanding twenty girls, called the roll, and all marched at the captain's order.

Mary Smith, secretary to the dean of college, rushed into the smoke-filled administration offices and saved the dean's records, the only college records saved.

EDITORIALS

Our Schools and the Ministry

OUR colleges and academies are not doing all they should in training young men for the ministry and young women for Bible work. Last year in eight training schools there were only four who finished a ministerial course. No class of workers are more necessary to the rapid advancement of the work than evangelistic laborers. We are justified in emphasizing preparation for this line of work in all our colleges and academies.

At the autumn council the General Conference Committee, in order to encourage young men to prepare for the ministry, passed the following recommendation:—

1. That our conferences and schools urge young men who are looking toward the ministry to finish either a ministerial or a literary course in one of our denominational schools.

2. That conferences in licensing young men to the ministry require at least the completion of an academic course of twelve grades in one of our schools, or its equivalent.

3. That young men who are now licensed ministers who have not completed the academic course be urged to pursue studies in our training schools or in the Fireside Correspondence School, with a view to reaching this educational standard before ordination.

The following instruction has been given us:—

There is hard work to be done in dislodging error and false doctrine from the head, that Bible truth and Bible religion may find a place in the heart. It was as a means ordained of God to educate young men and women for the various departments of missionary labor that colleges were established among us. It is God's will

that they send forth not merely a few, but many laborers. But Satan, determined to overthrow this purpose, has often secured the very ones whom God would qualify for places of usefulness in his work. There are many who would work if urged into service, and who would save their souls by thus working. The church should feel her great responsibility in shutting up the light of truth, and restraining the grace of God within her own narrow limits, when money and influence should be freely employed in bringing competent persons into the missionary field.

Hundreds of young men should have been preparing to act a part in the work of scattering the seeds of truth beside all waters. We want men who will push the triumphs of the cross; men who will persevere under discouragements and privations; who will have the zeal and resolution and faith that are indispensable in the missionary field. S.

In Sixty Years

In a recent foreword to the appearance of his personal reminiscences, Dr. Lyman Abbott gives a terse summing up of our nation's progress during the last six decades. Though unfortunately erroneous in orthodoxy in the latter part, this synopsis of events and growth is remarkably luminous to the student of prophecy:—

During these sixty years since my graduation a great Civil War has been waged; slavery has been abolished; temperance reform has been pushed forward with various experiments—total abstinence, high license, State administration,

State-wide prohibition; the public school system has been extended throughout the nation; the high school and the State university have developed; woman's higher education has been initiated and women's colleges have been founded; industrial and vocational education has been established; the factory system has grown into an enormous industrial system, practically superseding the old individual industries and creating a wage system, with gigantic combinations of labor; the transcontinental railways have been built; the republic, extending from the Pacific to the Atlantic coast, has been bound together by them, and Portland, Oregon, has been brought as near to the national capital as Portland, Maine, was in my boyhood, if not nearer. During these sixty years the candles and oil lamps of my childhood have been replaced, first by coal oil, then by gas, then by electricity; cholera and yellow fever have been conquered; the campaign against the hookworm and against tuberculosis has been begun; sanitary engineering has been created; the use of anesthetics has enabled surgery to accomplish the impossible, and the discovery of the part that germs have played in the causation of disease has created a new science of medicine; philosophy and theology have been revolutionized by the doctrine of evolution, and the antiquity of man has been carried back thousands of years by scientific discovery; for the fall of man and his recovery has been substituted the ascent of man from a previous animal order; for the conception of God as a King has been substituted the conception of God as a Father; for the conception of salvation as the rescue of the elect from a lost world has been substituted the conception of the transformation of the world itself into a human brotherhood, a conception which is the inspiration of

the great world-wide democratic movement.

Could it be recognized in this digest that the teachings of the original, democratic gospel have had more to do with this unparalleled advancement in civilization than any other force, it would be more to the taste of some minds. It is much to be regretted that, in the wonderful triumphs of human genius and achievement, covering a period almost identical with that of the rise and development of the third angel's message, men should partake so freely of the tree of knowledge of good *and evil* as to arrive at some of the substitutions and conclusions on Bible themes pointed out above.

H.

What the Lord Wants

NOT the seeking of a higher seat in the synagogue, 'not temporizing with church school teaching till something better (?) opens up, not discontent with a school of ten grades, not an effort to get out of dish washing or garden hoeing — none of these, but an earnest striving to develop better methods, to bring better results where we are, to dignify, ennoble, and magnify the value of the thing we are doing. It is the spirit we put into our work, the value we set on doing well the thing in hand, that the Lord values.

Let the educated ability be employed in devising improved methods of work. This is just what the Lord wants. There is honor in any class of work that is essential to be done. Let the law of God be made the standard of action, and it ennobles and sanctifies all labor.

H.

THE MINISTRY

Ministerial Reading Course]

April Schedule

THE Ministerial Reading Course for April in "Preparing to Preach" includes the following sections in Part II:—

- IV. Attention, Preliminaries
 - V. Securing and Holding Attention
- In Part III it includes sections,—
- I. The Narrative Sermon
 - II. The Expository Sermon
 - III. The Evangelistic Sermon
 - IV. The Special Sermon
 - V. The Doctrinal Sermon
 - VI. The Illustrated Sermon
 - VII. Sermons in Courses

April's schedule completes the book "Preparing to Preach." All members of the Reading Course are expected to write, assuring the Educational Department that, as members of the course, they have read the book, and at the same time express their estimate of it. The next book in the reading course is "Acts of the Apostles," by Mrs. E. G. White.

Emphasizing the Importance of the Ministry

THERE is need of emphasizing the importance of the gospel ministry, chiefly for two reasons: First, it is a calling second to no other in importance; second, the greatest need of the work at home and abroad is of well-trained evangelistic laborers.

In the calling of the gospel ministry we have Christ as an example. Three and one-half years were spent in preaching and in teaching the people. By the way-side, on the mountain, and by the sea, Jesus bore witness to the truth. His last charge to his disciples was, "Go ye into all the world, and preach the gospel." They accepted the call. They preached the word. That was their great business. Everything else was secondary. They gave themselves entirely to the ministry of the word of truth.

Martin Luther was a mighty preacher. It was preaching that aroused the people and made possible the Reformation. The truth was rapidly advanced by such preachers as Calvin, Luther, Latimer, Knox, and their associates.

John, the revelator, as he was given a

view of the advent movement as recorded in the fourteenth chapter of Revelation, saw an angel flying in the midst of heaven, having a message to preach to all that dwell on the earth, comprehending every nation, kindred, tongue, and people. He did not see sanitariums treating the sick, nor schools with students, nor a publishing house turning out books and papers; his view was that of an angel preaching the everlasting gospel. Our institutions have a great and important place in this movement; yet preaching the message is of primary importance, and calls for the most earnest and intelligent men in the denomination.

Lack of Training

The truth has been hindered in its advancement by placing in the ministry those who have neither the education nor the fitness for the work. God has chosen men with meager training whom he has called to preach the Word, and by diligent study they have been successful. But that should not be a criterion for young men who, by making an effort, can attend Christian colleges and receive an education for their work. For young men to enter the ministry from the eighth or tenth grade when it is possible for them to get a better education, is surely a mistake. Those who urge them into the work before they have sufficient training belittle the calling of the ministry, and positively injure those whom they thus urge. In America, and in Europe, in the mission fields, and, in fact, wherever the message has taken root, the continuous need is for well-trained evangelistic workers. Surely this should be a guide to our educational institutions in preparing laborers for the fields.

Present Attitude Toward the Ministry

The Protestant church does not appreciate the importance of preaching and teaching the word as it once did. Speaking on this point, Mr. Jefferson, in "The Minister as Prophet," says:—

"There is a widespread feeling that preaching as an institution is more or less obsolescent. Sermons, men say, have had their day. Just as our national Congress has ceased to be the arena for interesting and instructive debate, so the

Christian pulpit has ceased to be a center to which men look for either instruction or for uplift. And so the preacher is in disrepute. Coleridge once said that in 'older times writers were looked up to as intermediate beings between angels and men; afterwards they were regarded as venerable and perhaps inspired teachers; subsequently they descended to the level of learned and instructive friends; but in modern days they are deemed culprits more than benefactors.'

"A similar process has been going on in the public mind concerning preachers. Once they were more than human, then supremely human, later on interesting and useful, but more recently they are regarded in many sections of society as impertinences and bores. The opinion of the world cannot fail to influence the thought and feeling of ministers themselves. It is not uncommon to hear ministers speak in disparaging and apologetic tones about their sermons. And even though they say nothing slightly with their lips, the place which they give the sermon in their thought and preparation reveals only too clearly that they have lost their faith in its importance and their ambition to make it what a sermon ought to be."

Decadence of the Pulpit

Speaking further, Mr. Jefferson says: "The greatest danger confronting the church of Christ in America today is the possible decadence of the pulpit. Let the pulpit decay, and the cause of Christ is lost. Nothing can take the place of preaching. There is no power under heaven equal to the power of a God-inspired pulpit. Anthems and hymns, responses and creed recitations, prayers written and prayers extempore, all have their place, and when rightly used are a means of grace; but all of them put together cannot take the place of the exposition of God's Word by a man whose lips have been touched by a coal from off God's altar. An ignorant pulpit is the worst of all scourges. An ineffective pulpit is the most lamentable of all scandals. The cause of Christ is hopelessly handicapped and blocked when Christian preachers forget how to preach. We must guard the pulpit with all diligence, for out of it are the issues of life. Any signs of decay in it must fill all well-wishers of the church with regret and alarm.

Ceremonialism

"And history will not allow us to escape the fact that it is easy for the pulpit to decay. The prophet has always had a tendency to degenerate into the priest. The man who speaks for God is always prone to slip down into the man who performs ceremonies for God. The altitudes on which the prophet of the Lord must live are so lofty that poor, frail human nature, finding it exhausting to breathe the difficult air, seeks the first opportunity to come down. But every time the prophet degenerates into a priest, darkness falls upon the world. There were great prophets in Israel in Elijah's day, and in Isaiah's day, and in Haggai's day. But, little by little, the light of prophecy died down, the men who spoke for God became interested in incense and burnt offerings, and when the last of the prophets departed, darkness fell upon Palestine."

The Ministry to Grow in Power

But this message is not going out in darkness; it is going forward in light and power. John, the revelator, speaking of our time, says: "And after these I saw another angel come down from heaven, having great power; and the earth was lightened with his glory. And he cried mightily with a strong voice." There is to be a still greater power in the ministry of this denomination. As we associate ourselves with God; as we prepare ourselves for his service, and encourage our young men and women to make the Word of God their chief study, educate themselves for service, and wholeheartedly turn to the Lord's work, the message will increase in power, and swell into a loud cry in all the world.

The ministry should be emphasized. Inducements are held out to young people in different lines. Many are attracted by a medical course. The large majority of these attend outside colleges. This throws them into worldly associations, and the tendency is for them, after finishing their course, to take up private practice as physicians, and administer drugs, as do other doctors. There is a tendency in so doing either to give up the truth or to remain inactive and do little to advance the cause. Many other young people pursue literary courses in outside colleges and from these drift into the world. We are pleased to see that our leading educational institutions are em-

phasizing the importance of the ministry, and encouraging young men who have adaptability to enter it. One of the chief reasons for establishing Battle Creek College was to prepare young men for the ministry. At that time the needs of the cause demanded it; at the present time the call is even more insistent.

The Need of Bible Workers

The need of well-trained Bible workers is also being realized. There is need of young women with college education, who know the truth and can teach it to others. Our sanitariums are turning out year after year a large number of lady nurses, who are in demand. Their use-

fulness, however, in the cause would be greatly increased if they should receive a training that would fit them to give Bible readings and engage in conference work. Nurses that go to mission fields should be Bible workers, so that, while ministering to the sick, they may be able to hold Bible readings. Being called many times to work alone, they should know how to teach the truth to others, and to give Bible studies. One or two years, after finishing a medical course, spent in college where they could have the privilege of taking a Bible workers' course, would be of inestimable value to them. Such workers are in great demand. s.

A Plan for Our Juniors

BY EDITH SHEPARD

PERHAPS you would like to hear how our Juniors are working for missions this year. You doubtless know the North American Volunteer Department has asked our Juniors to raise \$2.50 each this year. I feared we could not do it, but I believe the Lord gave us a plan.

This quarter they are earning money to send a Chinese worker to some heathen town. It is collected in envelopes like the one represented herewith. Every five cents crosses a star. We hope to send a glad letter by March 31, which will send our worker to answer some call for the gospel.

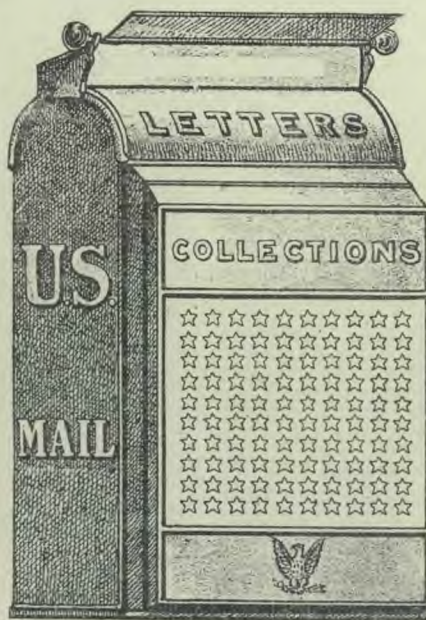
The second quarter's envelopes have rows of bricks — thus we will build him a chapel.

The third quarter we want to send Bibles — hence we have shelves of books on the envelopes.

Our plan for the fourth quarter has not yet been developed.

In this way we hope to average \$2.50 for each Junior; for some will be able to earn more than that amount, while others will fall short.

Last year our children raised nearly two hundred dollars. They are splendid little workers for Jesus. Heaven grant that each child may reach the kingdom.



Collector
.....each. Make cross mark on a star for each offering.

THE NORMAL

Easy Design Lessons

BY PEDRO J. LEMOS

Sample Lesson for Grades 3 and 4

SPECIAL attention should be given in the third and fourth grades to mounting the drawings. Teach how to trim the drawing sheet to the best shape and to mount on a lighter or darker background, or mat of harmonious color, with a good margin.

Manila paper mounted on bogus paper, or bogus paper mounted on white or Manila paper, looks well.

Study the rosette as free-hand decoration. The rosette is a form made by grouping three, four, five, or more units around a center, like the five petals of a wild rose.

Study flowers and draw them for their suggestions in arrangement and form as a help in designing original rosettes. The trillium and the Mariposa lily have three petals; the California poppy and the clematis have four; the apple blossom has five; some flowers have six; and the dandelion, sunflower, and others have twenty or perhaps one hundred.

Note how some petals are like a circle, some long and pointed, some ragged, like the carnation.

In drawing rosettes, if the center and petals are separate pieces of color with the background showing between the parts, they are more decorative and easier to use as stencils.

When one good rosette has been designed and drawn free-hand, it may be repeated by tracing and

transferring; or it may be cut as a stencil, and crayon rubbed through the opening.

The size of the rosettes, the distance between them, the amount and shape of the background space, and the position and width of the top and bottom inclosing lines when used within a border, are important parts of the problem.

Directions for Work

Design rosette borders for small portfolios, using one hue with one or more neutrals. Add the word "Portfolio," studying how large to make and where to place the lettering. Also a rosette border for the four sides of a cover, adding the word "Clippings." Use stencils to repeat the rosettes.

With colored paper cut out a good form of bowl; mount on gray paper, and with crayon make a simple border, using simple lines.

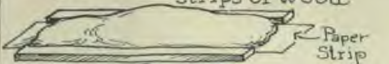
With squared paper plan a rug border, using simple *motifs* within two lines. Border to be used at both ends. Study Indian life, and tell the children about the Indian baskets, pottery, blankets, etc. Show the real things if possible.

Plan a tile design; a four-inch square of gray paper divided into four parts, or with diagonal lines from corner to corner, will give a foundation for the design. Suggest variations, and let the children create their own designs. With black crayon darken certain parts, so as to leave divisions of light and dark.


Design a two-and-a-half-inch stencil border to be used across the bottom of the school bag. Design a mark or initial to be stenciled above the border. Tell the children about heraldry and its development. Tell them about trade-marks. Tell about the emblems of the twelve tribes of Israel.

Design a silhouette book cover, using a design in a four-by-four space, with the wording "Silhouette Book."

Clay pressed between two strips of wood



Paper Strip

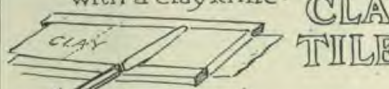


Piece of Barrel Hoop

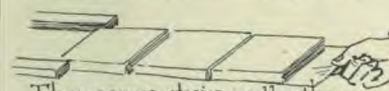
Wire

and the top cut off with a clay knife


CLAY TILES



is then divided into square's




The paper strip pulls the clay out.



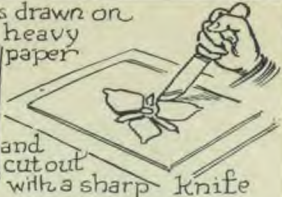
Incised Relief Colored

Incise the design with a pencil. Use a stick to leave parts in relief. Color while wet with paste made from colored chalk powder and water.

The design is drawn on heavy paper




and cut out with a sharp knife




STENCILING


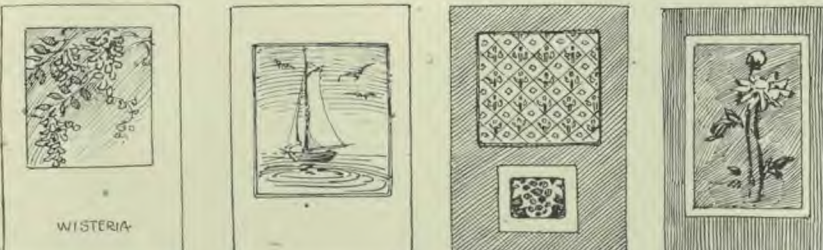
Water color on



a stiff brush rubbed over the stencil will work well on paper

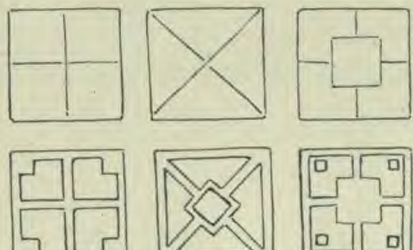


Use wax crayon for cloth, and if a hot iron is pressed on the reverse side of the print it will make it permanent





WISTERIA

Suggestions for mounting the Drawings.



Simple divisions of squares should precede tile designs.



Rosettes may be designed and then varied by the use of additional lines, making parts black, or using tones.

THE TRAILING ARBUTUS

I WANDERED lonely where the pine trees made
Against the bitter east their barricade,
And, guided by its sweet
Perfume, I found, within a narrow dell,
The trailing spring flower tinted like a shell
Amid dry leaves and mosses at my feet.

From under dead boughs, for whose loss the pines
Moaned ceaseless overhead, the blossoming vines
Lifted their glad surprise,
While yet the bluebird smoothed in leafless trees
His feathers ruffled by the chill sea breeze,
And snowdrifts lingered under April skies.

As, pausing, o'er the lonely flower I bent,
I thought of lives thus lowly, clogged and pent,
Which yet find room,
Through care and cumber, coldness and decay,
To lend a sweetness to the ungenial day,
And make the sad earth happier for their bloom.

— *Whittier.*

What the Church School Has Done for Me

NOT long ago a friend of mine said to me, "Have you ever thought where you would be now had it not been for the church school?" Yes, I have often thought of it. My parents and I had planned for a worldly profession so that I might be comfortably provided for and live at home. A church school was established near my home. During the years of my attendance, we were provided with two Christian teachers. Their godly lives will never be forgotten. The point in their character which made them different from other teachers I had had, and made me wish that I, too, might have it, was the possession of a certain peace of mind and a calm-

ness when the children were trying and disobedient and during trials from outside the schoolroom, that was no less than a miracle to me. Through their tact and prayers, and the personal efforts of a friend, I surrendered all, even my chosen work. Now I thank God for the privilege of helping other children in the same way that I was helped.

A CHURCH-SCHOOL TEACHER.

OF my seven children, only the two younger attended the church school. These two are the only ones who are members of the Seventh-day Adventist Church. They were not by nature any better than the others.

A FATHER.

Oral Bible in Grades One to Three

BY ELLA KING SANDERS

THIRD TERM

Lesson 19—The Time of Trouble

MEMORY VERSE: John 14: 1-3

AIM.—To give the children the knowledge of future events, to impress them with the importance of being ready, and helping others to be ready, for that day.

INTRODUCTION.—Talk of the troubles that are abroad in the land, as floods, fires, tornadoes, etc.

LESSON.—Read Dan. 12: 1. Explain the standing up of Michael, the closing of Christ's work as priest, and the deliverance of God's people. Picture the activity of the scene in heaven,—angels hurrying to and fro, and the giving of the solemn announcement of Rev. 22: 11. Then picture the scene on earth,—God's children to live without a Saviour to plead for them, while Satan has control of the wicked. Tell of the faith of God's children—a faith that will not fail, and of the fleeing time and God's protecting care by companies of angels.

CONCLUSION.—Teach that now is the time to cultivate that faith. Talk of Jacob's trouble and his victory because he had previously confessed his sin. Put these quotations on the board: "We must take time to pray." "The young would not be seduced into sin if they would refuse to enter any path save that upon which they could ask God's blessing."

HELP.—"Great Controversy," chapter 34.

Lesson 20—Review Signs and Manner of His Coming

MEMORY VERSE: Rev. 14: 14-16

AIM.—To impress the facts about the subject, and to teach the necessity of being prepared for the event.

LESSON.—By questions bring out the facts that show that summer is near. What lesson did Jesus teach by these facts? Review the facts about the signs in earth, sea, and sky, giving the important dates,—May 19, 1780, and Nov. 13, 1833. Be sure that these dates are memorized, with the events connected with them. Give vivid word pictures of those scenes, to deepen the impression. Point out more recent events in earth and sea,—earthquakes and tidal waves. Review the manner of Christ's coming, by pictur-

ing the disciples watching their Lord as he ascends. Show picture.

CONCLUSION.—Try to impress the fact that *this same Jesus* will come *just as he went*. He was a real being; we may expect a real Saviour to come again. That event is near, and we must be ready.

HELP.—"Coming King."

Lesson 21—Review Events of His Coming

MEMORY VERSE: 1 Cor. 15: 51, 52

AIM.—To review the facts concerning that event, to deepen impressions on the minds of the pupils.

INTRODUCTION.—Review the previous lesson. Talk of our loved ones being buried from our sight, and how we long for the time when they shall come from their dusty beds.

LESSON.—Read 1 Thess. 4: 13-17, and give word picture of that day. Then read Rev. 6: 14-17. Contrast the two companies. Isa. 25: 9. Another company, still sleeping in their graves, are to be destroyed when they are raised. Tell how the wicked are destroyed by the brightness of Christ's coming.

CONCLUSION.—With which company shall we be? We are deciding each day. There is no way to escape being with one.

HELP.—"Great Controversy," chapter 37.

Lesson 22—The Great Bottomless Pit

MEMORY VERSE: Rev. 20: 1-3

AIM.—To teach the facts about the subject, and to prepare the pupils to meet error.

INTRODUCTION.—Review the last lesson, questioning about the three classes, as to where they are during the thousand years. The righteous are in heaven; the wicked dead are in their graves; the wicked who were alive at Christ's coming are slain upon the earth.

LESSON.—Read Jer. 4: 23-27; Rev. 6: 14. Give a word picture of the earth at this time, the home of Satan for a thousand years. He is shut up, as it were, in a "bottomless pit," no way of escape, no one here to tempt; he is bound.

CONCLUSION.—Teach that this is the thousand years that people talk about as

being a reign of peace all over the earth. The saints have peace in heaven, not here. Try to impress again the fact that we must be among one of the three classes.

HELP.—“Great Controversy,” chapter 36.

Lesson 23 — Review Jesus' Return to Earth

MEMORY VERSE: Rev. 21: 5, first part

AIM.—To establish the pupils in the truth about this event, and to inspire a determination to be among the inhabitants of the new earth.

INTRODUCTION.—Review the last lesson, bringing the time for the last day of the thousand years to arrive. What next?

LESSON.—Read Rev. 21: 1-5. Make real by picturing the host of the redeemed in heaven preparing to return to this earth, upon which they had spent their lives working for Jesus. Tell of the size of the city, and picture its descent to this earth, the mount becoming a plain on which it rests. Try to impress the reality of this city, and the grandeur of this event.

CONCLUSION.—Jesus wants us all to be with him when he comes to this earth to dwell forever. Only the pure in heart shall dwell with him. Now is the time to get ready.

HELP.—Last chapter of “Great Controversy.”

Lesson 24 — Resurrection of the Wicked

MEMORY VERSE: Rev. 20: 5, first part

AIM.—To teach what the Bible teaches about the second resurrection.

INTRODUCTION.—Question about the condition of the earth during the thousand years, and talk of the millions of wicked sleeping in their graves.

LESSON.—Read John 5: 28, 29. The first class came up a thousand years before, at the first resurrection. Now all the rest must come forth. When the city descends, the voice of Jesus calls, and all the wicked arise. Picture the vast multitude; contrast with saints. “The wicked bear traces of disease and death.” They have no homes, no hope; the earth about them is stripped of its beauty, and in full sight is the home that they might have had. This will be a reality.

CONCLUSION.—Only the two places in that day,—inside the city, and outside the city. Every day we are deciding which place we shall occupy.

HELP.—Same as in Lesson 23.

Help One Another

How a Missionary Volunteer Society is Keeping a Pupil in Church School

BY EDWARD QUINN, JR.

THE Missionary Volunteer Society of the Takoma Park church has been paying the tuition of a pupil in church school the past year. Learning of a boy whose father is dead, and whose mother is unable to send him to school, the executive committee decided to raise the money for his tuition. It has been surprising to see how easily it was accomplished. The members of the committee, consisting of the officers of the society and the band leaders, each agreed to solicit one dollar twice a year, which is sufficient to pay the tuition. Twenty persons were asked to give five cents each, and not one refused. Some feel so much interested in the project that they give more. Thus the boy is being sent to church school and is learning lessons that will be a help not only to him, but undoubtedly also to the cause of God later on.

Why cannot all our young people's societies follow some simple plan of helping to educate for service in the cause of truth many of our boys and girls who are unable to pay their own way? Some societies may say they have a heavy burden to keep up their offerings for missions and their home work, so it may be interesting to know that the Takoma Park society has not only gone above the mark set

for mission offerings, but has also supported its home work. The Lord will bless according to our faith in his promises and our zeal for his work.

Examinations

BY MABELLE R. ROWE

(Williamsdale Academy)

THIS is a part of the regular school work that most students dread. As one student expressed it, "The very word examination causes me to forget all I ever tried to learn."

I have found this a good plan to use occasionally, and one that will work in most branches taught. Say nothing about a test, but ask all to take pencil and paper, and write out the best answers they can to a list of questions that you have already in mind (not on a piece of paper, nor on the blackboard). Ask these questions while you are walking around the room. Collect the papers, or have them exchanged, asking one to stand and read his paper. Have each student mark the mistakes as you correct them audibly, after each answer is given by the one reading. This takes away fear, and teaches the students to correct and mark papers, thereby aiding them to be more definite and explicit in their formation of answers.

This plan may take some of the time belonging to the regular recitation period, but students will be benefited by the help given them to see their mistakes clearly, instead of being left to puzzle out the "blue-pencil hieroglyphics" so often used by teachers.

Meeting Criticism

BY A. J. MEIKLEJOHN

CRITICISM is often harsh, and generally undue. While its existence is a fact to be regretted, I sometimes think we lay ourselves open to it by not acting judiciously. It seems to me if we let the people know that we recognize our tendency toward mistakes, and that we desire an interest in their prayers that we may have divine wisdom and power to overcome them, we should win their sympathy rather than their criticism. Moreover, we should remind them of this whenever they begin to make trouble.

The other day a mother came to me quite wrought up over something I was supposed to have said. She opened her remarks by letting me know that she was not fully decided as to whether I was a hypocrite or a good person who made mistakes once in a while. After listening to what she said, I told her what I had really said, then added: "Now, Mrs. —, I know that I make mistakes. In fact, every one does but a dead man. But it is my prayer to God that he will give me wisdom to conduct this school in a way that will please him. And, Mrs. —, I want you to pray for me." She went away thinking that I am about the best teacher she knows.

A Hint to the Teacher

CULTIVATE a low, distinct voice. There is no physical factor more conducive to restlessness and inattention than a loud voice and too much talking on the part of the teacher.— *Selected.*

READING COURSE

Third Year

Part I: "Counsels to Teachers"

The Bible in Education

1. Show why the Bible is of the highest value in education.
2. In what school was it the essential study? In what is it without a rival?
3. For what is the Bible an essential preparation?
4. To realize benefit from Bible study, how must it be carried on?
5. What is the nature of man's reasoning? When is it of value?
6. What kind of study and what class of books are an injury to students?
7. What causes opposition to the Bible?
8. Why is skepticism so dangerous to young minds?
9. What is the true relation of Bible and science?
10. What kind of books should be used in the study of science?
11. Under what condition may the intellect be studiously cultivated?
12. What is the highest educating book in the world?
13. Point out the value of its history.
14. Give the testimony of Moses on the Word of God.
15. What is the value of the Bible as an educating power in literature? As a textbook of moral power?

The Bible Teacher

1. Mention some qualifications for Bible teaching.
2. Give reasons why the Bible teaching should not be confined to one man for a long period.
3. Point out effective ways of teaching God's Word.
4. What experience should Bible students early gain?
5. Show how simplicity in teaching should be observed.

Failure to Study God's Word

1. What essentials are clearly presented in the Scriptures?
2. What was the character of Christ's words?
3. How have human teachers turned aside from vital teaching?
4. In what does failure to study God's Word result?

5. Will thorough study of the Bible lower or narrow the study of science?

6. Show why our youth are easily led into temptation.

7. What should be weeded from their study?

8. What gave John the Baptist power in his work?

9. Point out some practical results of Bible study.

10. Study the advantages of giving the Word and works of God a large place in the instruction given in our schools.

11. What impressive representation is given on this point?

12. Tell why and how we should study the Bible for ourselves.

Medical Missionaries

1. What important work is linked with preaching in Christ's commission to his disciples?

2. How long is this commission to apply?

3. Of what is disease the result?

4. What two remedies, then, are included in the restoring work of the gospel?

5. What two classes of workers should be united in labor?

6. What kind of work may be done by those with limited preparation?

7. In what ways may efficiency be developed?

8. What kind of workers were to be developed at Loma Linda?

9. What is the nature of the physician's work?

10. What qualifications should the physician have?

The Medical Student

1. What earnest counsel is given to medical students?

2. What dangers are encountered in the medical profession?

3. What school plans of our own are intended to save our youth from the perils of worldly medical schools?

4. What standards should be maintained at our medical college?

5. Show the importance of Bible study for the medical student.

6. What elements of spiritual growth are to be constantly cultivated by the medical student?

Part II: "School Management and Methods"

CHAPTER XX (Pages 211-217)

1. Make a special study of the suggestive program course of study for elementary schools, with the explanations following.

2. Try working out a program on a similar plan for the church school. Send in the final result of your effort to the Department of Education.

3. Do not neglect to examine the courses of study for the secondary school; it will help impress and define the next educational step your pupils will take.

CHAPTER XXI

1. What makes the improvement of rural schools of great importance?

2. It is of interest and significance to note that the author's strong interest in the uplift of rural education, finds a present parallel in that of the incumbent United States Commissioner of Education, who is working vigorously and effectually to promote the efficiency of country schools.

3. Compare Dr. Baldwin's sympathetic presentation of the advantages of location the country school may enjoy, with the instruction given on the location of our own schools; then add to that the great additional advantage, not mentioned here, of moral security and contact with the handiwork of the Creator.

4. In studying the topics developed in this chapter, keep in mind as a parallel the corresponding problems of the church school, and try to fix upon definite points on which you can make improvement. If you are teaching in an ungraded school, work out a course of study and a program on lines similar to those given by the author. If you develop something that seems specially good, send it in to the Department of Education.

CHAPTER XXII

1. Be sure to discover "the divine key to child nature."

2. Dr. Baldwin's prophecy that "by 1916 the kindergarten will have become coextensive with the primary school," stands in a fair way to be realized. In the summer of 1913, the United States Commissioner of Education said before the National Education Association, "I believe that the kindergarten should be

adopted as an integral part of our system of education."

3. Note on page 243 the author's idea of what preparation should be made by the kindergarten teacher. On this point United States Commissioner Claxton says: "We must not suppose that because the children are small, teachers do not need a high degree of education. Women of the best education and training must be elected for teachers of the kindergarten classes."

4. What does the author have to say on the same point in reference to primary teachers? (Page 246, par. 3.) What on the Reading Course? (Par. 4.)

5. How may efficiency be aided in the primary grades? (Page 251.)

CHAPTER XXIII

1. Take particular note of the distinctions between primary and intermediate work, as based upon well-defined stages of child growth. Observe that this author uses the term "intermediate" to cover grades five to eight inclusive.

2. What is the key to efficiency and progress in the ideal intermediate school?

3. Amplify the meaning of the assertion that "ideal school buildings must be built around ideal schools." Apply the principle to the various schoolrooms.

4. Toward what goal should school government work? Through what means?

5. What principle of selection should prevail in developing the course of study?

6. How should the work of the intermediate school be extended into the home?

7. Summarize the benefit of specialization in the intermediate school.

Church School Appreciation

East Michigan: "A Pentecostal minister, knowing of our work, asked for his little boy to be admitted to our church school here in Detroit. We had again outgrown our quarters, and were unable to accommodate him."

South Dakota: One father, not an Adventist, who had sent his children to one of our church schools, said recently, "It is worth everything to me to have my children have a Christian education, and I do not expect they will ever be in public school again."

HOME EDUCATION

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

Little Seed*

QUESTION:

LITTLE seed, little seed in the ground,
Buried deep, buried deep,
What do you do when the spring's soft sound
Awakes you from winter's sleep?

ANSWER:

When the warm sun and the soft spring rain
Come to the patient old earth again,
Then we arouse and begin to grow,
For it is time we know.

QUESTION:

Little seed, little seed in the ground,
Growing up, growing up,
How do you feel when the gentle rain
Is filling your little cup?

ANSWER:

When our kind helper, the gentle rain,
Comes down to see us o'er hill and plain,
Gladly we thank our great Lord above,
For gifts of his kindly love.

QUESTION:

Little seed, little seed in the ground,
When at last, when at last,
Growing so tall you can't look around,
Why then do you gain so fast?

ANSWER:

He who has bidden us all to grow,
In his great wisdom has made it so;
Children and all should remember, too,
The growth he requires of you.

CHORUS:

We must grow, we must grow;
Everything living grows.

* B. H. Winslow, in "Sacred Songs for Little Voices."

The Silent Partner

BY MRS. M. E. KERN

"THE heart of her husband doth safely trust in her, so that he shall have no need of spoil. She will do him good and not evil all the days of her life."

"She openeth her mouth with wisdom; and in her tongue is the law of kindness. She looketh well to the ways of her household, and eateth not the bread of idleness. Her children arise up, and call her blessed; her husband also, and he praiseth her."

So said Solomon in expressing his admiration for a true wife; and though many generations have passed since then, it would be difficult to set a nobler standard.

Not for every wife and mother comes the opportunity to do work which wins the world's applause, but to each one comes the privilege of service for those who are nearest and dearest to her. Her efforts may be unseen and unappreciated, but what does it matter? There is a satisfaction in knowing that one has done her part well.

So many women are conspicuous in the work of the world today that frequently the woman who is not taking an aggressive part in public work is tempted to feel that she is neglecting a solemn duty. For such there is comfort in these thoughts:—

God has assigned woman her mission; and if she, in her humble way, yet to the best of her ability, makes a heaven of her home, faithfully and lovingly performing her duties to her husband and children, continually seeking to let a holy light shine from her useful, pure,

and virtuous life, to brighten all around her, she is doing the work left her of the Master, and will hear from his divine lips the words: "Well done, thou good and faithful servant: . . . enter thou into the joy of thy Lord." These women who are doing with ready willingness what their hands find to do, with cheerfulness of spirit aiding their husbands to bear their burdens, and training their children for God, are missionaries in the highest sense.—*Mrs. E. G. White.*

To both parents belongs the responsibility of training the children given to them; but under ordinary circumstances the father can give but little of the constant care and oversight necessary to success. To the mother, then, falls the duty of molding, teaching, and training the children; often, also, of being the connecting link between father and child. What a breach of trust if, instead of helping each to love and understand the other better, she drops the word of doubt or disrespect that causes a lack of confidence on the child's part! Who knows if that loss of confidence in a father's counsel may not turn the scale in life's struggle against the powers of evil?

In most cases the wife must be the organizer and manager of the home industries. Upon her judgment in large measure depends not only the expense of maintaining the family, but the amount of benefit to be received from the outlay of money,—that the food be nutritious and well chosen; the

clothing be suitable, serviceable, and justly distributed among different members of the family.

Yet the material things of life must not so monopolize her thought and attention that she shall neglect the means of spiritual and intellectual growth; for if she is to guide her children in their education,—intellectual, social, moral, religious,—she dare not cease to advance.

Then, too, she must not be ignorant of the world of work and people in which her husband lives and works, else how can she intelligently sympathize with him in his work and be to him a helpful counselor, companion, friend? She must be acquainted with his hopes, his ambitions, his purposes in life; for it must often fall to her to encourage when others censure, and faithfully caution when fickle fortune applauds. She bravely endures lonely evenings and long separations if those must come in the line of her husband's duty, and refrains from weakening his courage by dwelling on her own sacrifices, and demanding that he make her comfort and convenience the first consideration. Her husband fears not to counsel with her, for she does not lightly discuss with others his confidences, repeating this or that item of information that might better not be carelessly scattered abroad. Neither does the village gossip find satisfaction in obtaining "inside information" because her husband is on this or that committee.

To her belongs the privilege of causing others to believe in her husband because of her own loy-

alty, and within her reach is the possibility of destroying his and her happiness and usefulness in the world by thoughtless, selfish complaints to others of her husband. She realizes that should she reproach her husband to others, then they would cease to present to the world a united front, and their little world begin to weigh each against the other, destroying in great measure the influence of both. Should he fall short of what she desires him to be, she prayerfully endeavors by her own respect and faithfulness to inspire in him a desire to meet her ideals.

Who shall say that the responsibility and privileges of the silent partner are trifling and unimportant? "But as his part is that goeth down to the battle, so shall his part be that tarrieth by the stuff; they shall part alike." 1 Sam. 30: 24.

The Training of Infants—No. 4

The Handling of Baby

THE same rule that applies to eating applies to all else the child does or wishes to do. It should be allowed all the freedom of movement and of will that is consonant with its well-being and with that of the rest of the family, but nothing more. It is natural for the baby to sleep most of the time the first part of its life, and it should not be picked up and tossed or rocked. Who would like to be treated as many babies are treated, and who but would be cross and fretful if so mauled and mishandled? See that baby is warm and comfortable, and let it lie quietly

in its bed. It will be content and sleep quietly most of the time. The heat of the mother's body is grateful to the baby, and it is marvelous how quickly it learns to like being held and cuddled. Even in a few days from birth it learns to cry to be held if, as people often are tempted to do, it is held much of the first few days while waiting for the milk to come. From the very start it should be made a habit to take the baby up only when attention is necessary, and then when it has been attended to and made comfortable to put it back in its bed and let it cry if need be. It will not cry long if it is a healthy baby and finds that crying accomplishes nothing. If it is sickly, it will doubtless cry considerable, but one may rest assured that it will cry less if left quietly in bed than if picked up and handled, and it will also thrive better. Much handling is not good for babies. As the child gets older and begins to notice things, it can be picked up once a day for a while, or better still, laid on the bed in a warm room with only diaper and shirt on and allowed to kick and have a good time. The older it gets the more it will be awake day-times; and as it gets able to sit up and to play a little, it should be given little things to play with, and a safe place in which to play, that it may learn to amuse itself. A certain amount of attention and of talking to the child also helps to sharpen its wits.

WHAT does education often do? It makes a clear-cut ditch out of a meandering brook.—*Thoreau.*

Our Correspondence School

[Not all our readers are aware that the Fireside Correspondence School, Takoma Park, D. C., is conducting a course of lessons in "Early Education" for the benefit of mothers and teachers of small children. Some who are aware of it have no very clear idea of what the work is. For both these reasons, and because we feel sure that these lessons are intensely practical and supply a long-felt need, we give here a sample lesson.—ED.]

STUDY: EARLY EDUCATION

LESSON XVI

Topic: Early Moral and Industrial Training

I CANNOT impress too strongly upon your mind the importance of these impressionable years. Whether you admit it or not, your home is a school, and you are a teacher. Whether your child learns to use his eyes, ears, and hands properly, depends on your treatment of him. Do not forget that you have the first opportunity to wake up his mind. It is God's plan that you shall be his teacher for the first seven or eight years of his life, and some one has said that he will learn during these years the elements of a university course.

Remember that the heart education is of more importance than that of the head or the hand. This is to be your first work. See that the child gets a reverent conception of God, and his love for his creatures. Require him to be quiet at family worship, and teach him to pray.

Why did God make the grass green, the flowers white, red, pink, or yellow? Why did he make the streams clear and sparkling? and why did he give us the sweet songsters in the trees?—All this and much more did he do simply because he loves us and wanted us to have a happy home on this earth.

If you do not have the bound volumes of the Testimonies, it would be a great help to you to get them. The books "Education" and "Ministry of Healing" are also helpful. You do not need books yet in your school for the pupils, but you do need some for yourself. You do not hesitate to buy food for the physical wants

of your child, but he needs mental food as well. Find some time to store your own mind with fresh thoughts and inspiration.

OCCUPATION.—Paper cutting and pasting, stick laying, work in the sand table or sand pile. While you tell the story of a little girl who went every day to read to a poor old blind woman, let the child build her house and lay the sticks along so as to indicate the road to it. As you tell the story of the garden of Eden, have a small box of sand, in which the child may plant small branches and flowers to impress the beauty of the place.

Another time, when you want to have a lesson on the sea, provide a shallow pan of water, with little pink paper fish. Always teach an appropriate Bible verse at the same time, and review it again and again, even referring to it sometimes between lessons. Keep the thought of review in your mind, and this will furnish ample material for many informal talks. Have a program for the day—a time to rise and dress, a time for worship, and a time for breakfast. After breakfast let there be a detailed program for putting the house in order, each child having a definite task to perform, if it is only to wipe the spoons, dust the chairs, or put away his own playthings. You will be surprised to find how much pleasure the children will take in thus bearing their part of the daily tasks. Their pleasure and efficiency are increased if they know that by their help you are enabled to give them an hour of yourself, to read to them, to give lessons, and sometimes to play with them a bit.

Suggestions for Busy Work in April

FIRST WEEK.—Read or tell a story of the spring, the flowers waking up, the birds that come first, and the trees that first put out leaves. Notice the flowers that appear, the spring beauty, the crocus, the daffodil, and the tulip. Gather pussy willows and other buds and draw them. Talk about the rain and the rainbow. It was God who put the rainbow in the sky, to show us that there would never be another flood.

SEWING CARDS.—The early spring flowers, birds, and branches of trees. Draw and paint the flowers appropriately. It will add to the study of the rainbow to have a prism and throw the colors on the wall. The child can paint a rainbow.

SECOND WEEK IN APRIL.—Stick Laying. Lay rake, spade, hoe, build fence, make

chicken house, bird house, etc. See accompanying suggestions on stick laying.

SEWING CARDS.—These same objects that have been laid in sticks may be sewed or drawn. Stories should be told or read about birds, their nests, their young ones.

THIRD WEEK IN APRIL.—The advancement of vegetation in your latitude will suggest much to do this week. It may be that where you live it is sugar-making time. Then the study of maple trees, buds, sap, and sugar will furnish food for thought. The domestic animals, the sheep and lambs, the colt, the calf, etc. The older children might make a real bird house and put it up in a tree. The little ones can throw out some crumbs for the birds to eat. Also throw out pieces of bright-colored string or ravelings, and watch the birds come and carry them away for their nests.

FOURTH WEEK IN APRIL.—Perhaps by this time you can have a real garden outdoors. Let each child have a spot of his own, and let him plant seeds, flowers, peas, turnips, and anything in season. There are few things that will give a child more real joy than a few flowers all his own, that he can pluck when he wishes to. He should be taught that there are some things he cannot pluck as he pleases, but these flowers are his own. I have found verbenas, petunias, and phlox good varieties for this purpose.

A small hoe, rake, and shovel will be a great comfort to the little gardener, besides the benefit he will gain healthwise. Whatever activities are indicated by the season, let these form part of the busy work for the child. Do not ask him to stay indoors to sew cards if he can be outdoors digging in the dirt, or making mud pies.

Assignment

Chapter on "Seed Sowing," "Christ's Object Lessons," pages 33-46.

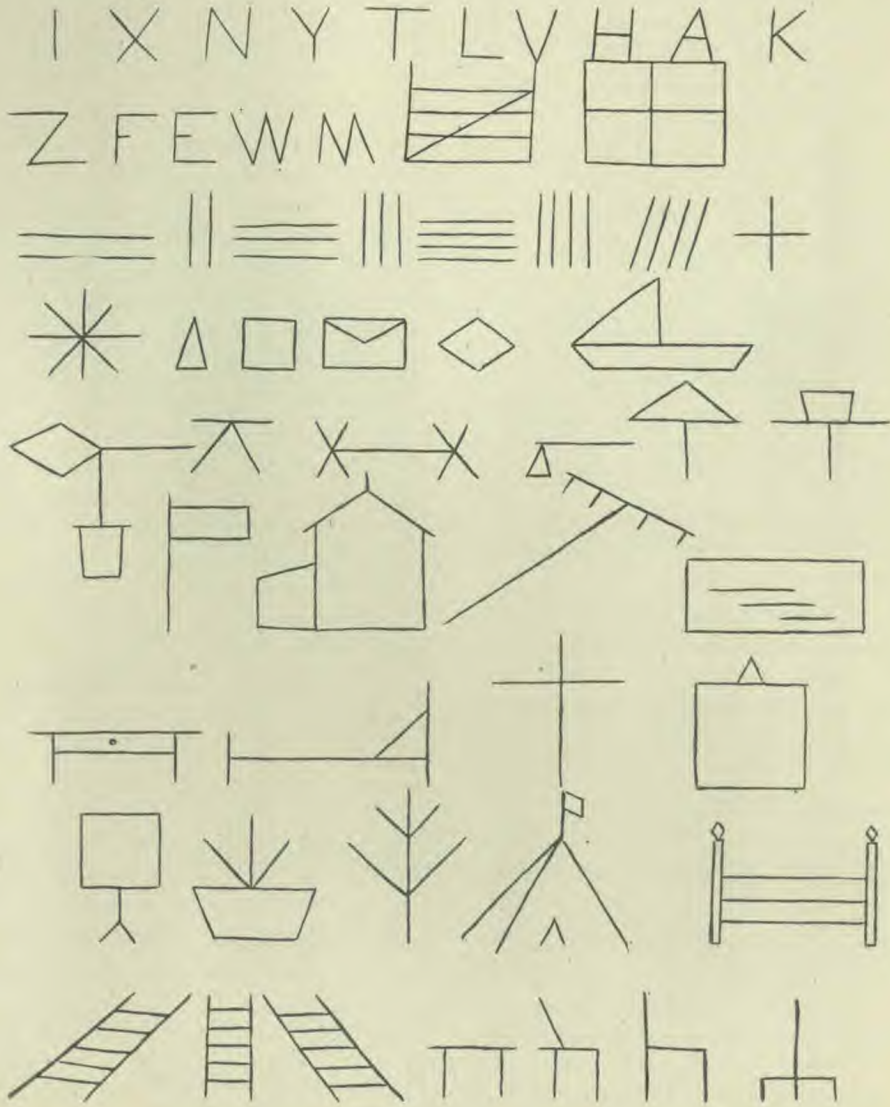
Chapter on "Home Atmosphere," "Hints on Child Training," page 257.

These chapters will bear reading many times. Ponder them well, and glean out of them the facts best suited to your needs. The spiritual lessons in the chapter on "Seed Sowing" will refresh your own soul, and the high standards of home set forth in the chapter in "Hints on Child Training" will be an inspiration to you.

Recitation Paper

1. What is meant by heart education as compared with the education of the head and the hand?
2. In what respect is the suggestive outline for April work helpful to you?
3. What is meant by "home atmosphere"?
4. As you think of the homes with

- which you are familiar, what lessons can you learn from their home atmosphere?
5. Mention some of the lessons drawn from your study of the chapter on "Seed Sowing" as related to child training.
 6. What lesson do you get from the study of pages 42, 43, of "Christ's Object Lessons"?
 7. What solemn warning is brought to view on pages 45, 46?



SUGGESTIONS ON STICK LAYING

Busy Work for Little Tots

Lesson 3

"MAMMA, you said that sometime you would tell us what to call the window sill," said Edna, in a somewhat disappointed tone of voice.

"Well," said the mother, "if you will help wipe the dishes while Willie brings in some wood and Pearl sweeps the kitchen, we will sit down and have a nice time this rainy morning."

Willie came in with his arms full of wood. While putting it in the wood box, one stick fell out of his arms and stood on one end at his feet.

"There," said he, "that stick is vertical."

"Come now, children, we are ready for our stick laying." Let us make a window first. Elvira, how many vertical lines do you find in your window?"

"I find three vertical lines in my window."

"Listen, I will tell you what to call the window sill. We say it is horizontal. Look around the room and see how many horizontal lines you can find."

"The top of my window is horizontal," said Edna.

"The top of the door is horizontal," said Elvira.

"Good; now you may make a gate, a bird house, a rake, and a lot of things with your sticks, using vertical and horizontal lines."

EVERY child should be trained to dexterity in some useful branch of productive industry.—*H. Greeley.*

Learn to Tell Stories

"To be a good story-teller is to be a king among children"

WE often hear people say that no two children are alike, yet in this one respect children are unanimous: they love stories. One says: "Grandpa, tell me a story. Tell me about when you were a little boy." Another says: "Teacher, tell me a story," or, "Mamma, tell me a story;" and so it seems that children think grandpa and mamma and teacher have an unlimited stock on hand, so that all they need to do is to "push the button," and the stories will be forthcoming. With such a compliment as this, who could fail to rise to this high accomplishment and learn to be a story-teller?

But what kind of stories shall be told? Not one of bloodshed or of cruelty, not one too highly fanciful, but stories of home life, of domestic animals; for older children, historical and biographical narrative.

"There are, of course, certain general benefits which the child gains in the hearing of well-told stories. These are, familiarity with good English, cultivation of the imagination, development of sympathy, and clear impression of moral truth."

According to Kate Douglas Wiggin, these classes might be listed as follows:—

"1. The purely imaginative or fanciful, and here belongs the so-called fairy story.

"2. The realistic, devoted to things which have happened, and might, could, would, or should happen without violence to probability. These are generally the vehicle for

moral lessons, which are all the more impressive because not insisted upon.

"3. The scientific, conveying bits of information about animals, flowers, rocks, and stars.

"4. The historical, or simple, interesting account of the lives of heroes and events in our own country's struggle for liberty."

One who must tell stories should consider the age of the child, his home life, and the object to be gained in telling the story. Important truths are easily taught by the well-chosen tale. The following story from Mrs. Farnsworth, who is studying in the Mothers' Normal department of the Fireside Correspondence School, illustrates beautifully several important points,—simple language, pure English, kindness to God's creatures, sympathy with family life, and the origin of life. It is a story suitable for a child three or four years old:—

Old Speckle and Her Family

One beautiful spring morning Old Speckle jumped up on her nest, and settling herself snugly in the nice, clean straw, said softly, "I've laid an egg every day for a long time, and now I am just going to take a rest."

"Well, Speckle, what are you doing here?" said the farmer's wife as she was gathering the eggs that evening. There was no answer but a gentle cluck! cluck! as the farmer's wife reached under her for eggs.

"If you really mean business, I'll give you some eggs to sit on, but shall wait a day or two to make sure." Finding Old Speckle

still on the nest, as she made her daily round among the chickens, she placed fifteen nice smooth eggs under her, and saying, "Do your best, Old Speckle," went away and left her.

This pleased Old Speckle wonderfully, and turning each egg in just the position she wanted it, she clucked contentedly, and settled down to business.

Once each day for nearly three weeks she hurried off her nest and ran as quickly as possible for food and water, saying to the other chickens, "Don't hinder me a minute, for I am in a great hurry to get back to my eggs before they get cold."

One morning just three weeks from the time the farmer's wife put the eggs in the nest, she went out to feed the chickens, and thought she would take a peep at Old Speckle, and what do you suppose she saw?

Why! there sat Old Speckle with eight soft, downy heads, with bead-like eyes, peeping out from under her and forming a circle in front of her. Four more little baby chicks were under her, just out of the shell.

A day or two later she walked proudly out into the yard with her nice little family. How happy she was! and how busily she worked from early morning till bedtime, scratching to find food for her babies. At night she would call them to her, and cover them safely under her wings.

Let us wish them good night, and hope that the days which follow may be full of happiness for Old Speckle and her family.

Christian Education

J. L. SHAW
W. E. HOWELL

Editors

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Two Errors in the March Number

IN our readings for Educational Sabbath it was said that "in Western Oregon the number of schools increased from 195 to 487 in two years," whereas the number of *pupils* was meant.

In the "Key to Frontispiece" the class of 23 normal students in Emmanuel Missionary College was represented as the "maximum enrollment to date," whereas their present enrollment is 33. We are glad to make both these corrections.

Educational Notes

PUPILS in the Dickerson High School, Jersey City, went to school from 4:30 in the afternoon to 10 o'clock at night on one occasion lately, in order that the adult members of their families might see the school plant in operation. Over fifteen thousand citizens took advantage of the opportunity offered by Superintendent Snyder to see what the high school was actually doing. The school program was carried out in the regular order, including the serving of the school luncheon about the middle of the session.

In Denmark the school-teacher is almost always furnished with a house, barn, and a few acres of land, according to W. H. Smith, a recent observer, from the U. S. Bureau of Education. "The tenure of office of the teacher is for life or good behavior, and 75 per cent of the rural teachers are men who settle down in their respective communities, cultivate

the small farm, act as choristers in the country church, and easily and naturally become leaders in affairs."

Teaching Material

A BULLETIN of much value has recently been issued by the U. S. Bureau of Education, entitled "Teaching Material in Government Publications." It is a classified list of publications containing suitable material to supplement textbooks in geography, history, hygiene, nature study, agriculture, etc., with an index. A brief description of each publication is given, to show the nature of the contents more fully than the mere title. These publications are distributed free or at cost, the price being given where required. To obtain the bulletin, send ten cents to Superintendent of Documents, Government Printing Office, Washington, D. C., calling for Bulletin, 1913, No. 47.

Correspondence School Notes

DURING the six months ending Dec. 31, 1913, 104 new students have been enrolled in the school.

Mrs. W. R. Smith, of Wonsan, Korea, is among the students enrolled in the Mothers' Normal Department, taking both the Early Education and the First Grade course.

We were glad recently to enroll our old friend, Elder Richard T. Sisley, whose address is Soekaboemi, Java. He enrolls for journalism, and says when that is finished, he is going to take up public speaking. And he adds the courageous sentiment that, although over sixty years of age, he is going to continue the work of self-improvement throughout the present dispensation, in order that he may be better prepared to enjoy the glories of the next.

One of our most successful students is Miss Edythe G. Manby, of Battle Creek, Mich., who first enrolled in the correspondence school Sept. 2, 1910. Since that time she has completed six subjects, all with high grades. These subjects are grammar, composition-rhetoric, Bible doctrines, penmanship, typewriting, and stenography. Miss Manby is now studying literature in the school, and hopes to continue taking studies by correspondence indefinitely. She has proved the success of this method of study.

MORE CLUBBING OFFERS

	Regular	Club	Foreign	
Christian Education	\$1.00	\$2.25	\$1.75	
Primary Education	1.25			
Christian Education	1.00	2.25	1.75	
Popular Educator	1.25			
Christian Education	1.00	1.40	1.10	
Current Events (weekly)40			
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	\$.40 Canada, .20
Boston Cooking-School Magazine	1.00			
Christian Education	1.00	2.00	1.50	Canada, .50 .25
American Motherhood	1.00			
Christian Education	1.00	1.25	1.00	Canada, .24 .10
Needlecraft25			
Christian Education	1.00	2.00	1.40	Canada, .50 .25
Farm Journal (5 years)	1.00			
Christian Education	1.00	4.00	3.00	Domestic
World's Work	3.00			
Christian Education	1.00	4.00	3.15	NEW SURS. Canada, 1.50 .85
The Literary Digest	3.00			
Christian Education	1.00	4.00	3.00	Canada, 1.50 1.00
Scientific American	3.00			
Christian Education	1.00	4.00	3.00	Domestic
Education	3.00			
Christian Education	1.00	2.25	1.65	Domestic
Teachers' Magazine	1.25			
Christian Education	1.00	6.00	5.00	Canada, 1.44 .60
International Studio	5.00			
Christian Education	1.00	3.00	1.75	Domestic
The Musician	1.50			

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.

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