

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. VI

September, 1914

No. 1

CONTENTS

Frontispiece — Map of Schools	
How I Use the Bible in the Teaching of English	3
How I Use the Bible in Teaching History — No. 3	6
A Good Suggestion	8
Editorials	
Our Colleges	9
Our Academies	10
Church School Support	10
The Ministry	
Progressive Plans	13
Reading Schedule	13
The Reading Course	14
How They Like It	14
The Normal	
Greetings	15
Is Nature Study a Fad?	16
Easy Design Lessons	17
Our Junior Missionary Societies	18
Normal Notes	20
Reading Course	21
Home Education	
At the Door (Poem)	23
A Word to Mothers	23
Nature Month by Month	24
The Home School	26
Response to Aunt Lucy	28
Chats With Correspondents	29
Summer Schools	30
Educational Notes	31

Published Monthly By

Review and Herald Publishing Association
Washington, D. C.

SCHOOL OF OPPORTUNITY EMMANUEL MISSIONARY COLLEGE

OUR AIM: TO TRAIN FOR THE MASTER'S USE

LOCATION.—The school is most beautifully located on a two-hundred-sixty-four-acre farm, twelve miles from Lake Michigan and about one hundred miles from Chicago. An interurban line runs across the College farm, and cars stop hourly.

A navigable river, a beautiful brook, constantly flowing springs, extensive orchards, fields of grain, and shady woods are to be found on the College farm, and help to bring the student close to nature's heart.

TEACHERS.—The faculty consists of a body of strong, united, and consecrated teachers, who are specialists in their various lines. The heads of departments average over thirteen years of experience as teachers.

During the past four years there has been a change in the head of only one department. All our teachers remain for the coming year. By thus avoiding frequent changes, our teachers have been given an opportunity to build up strong departments.

COURSES.—We offer eleven courses, including Normal, Commercial, Music, Academic, and the full sixteen-year College Course, which leads to the Bachelor of Arts degree.

CLASSES.—Aside from full Normal, Commercial, and Conservatory Music Courses, the following classes above the eighth grade are offered:—

Five years of Bible
Six years of history
Seven years of English
Eight and one-half years of science
Five years of mathematics
Sixteen years of Languages: Greek, Hebrew, Latin, German (four years), Spanish, and French

One year of philosophy

Ten lines of industrial studies and trades: agriculture, cooking, sewing, carpentry, printing, proof reading, domestic science, dairying, broom making, and plumbing.

EQUIPMENT.—Nearly one thousand dollars is, this summer, being invested in better equipping our already efficient laboratories.

SELF-HELP.—Over \$15,000 worth of work was given to students last year.

GROWTH.—During the past six years the enrollment of the school has more than doubled.

COLLEGE SPIRIT.—The students, by precept and example, are enthusiastically putting their shoulder to the wheel to roll away the reproach of the debt from the school.

Write for catalogue and further information.

Address, Emmanuel Missionary College, Berrien Springs, Mich.

Christian Education Premiums

Our Large Peerless Globe

19 inches high, 38 inches in circumference, lithographed in ten colors, and in every way a first-class piece of school or home furniture — the best that can be produced for the price. This Globe is sent free with five full-term subscriptions, \$5.

Our Large Atlas of the World

substantially bound in cloth, stamped in colors, with large, clear, accurate, and complete maps in five colors, 11 x 15 inches in size. Printed on good paper, and in every detail adapted to home and school use; an up-to-date exposition of the world — an encyclopedia of geographical and historical knowledge — the very best there is for the price. Sent free with five full-term subscriptions, \$5. It is also furnished with EDUCATION single subscription one year for \$2.50.

Our Educator Wall Chart

in colors, 28 x 36 inches in size, all ready to hang up; a geographical chart for the home, school, business office, and for professional reference; in every respect up to date; with EDUCATION one term, \$1.30.

Our Educator Shear Set

needed in most homes, and can be had for only \$1.60 with EDUCATION for one year.

Send all orders for these supplies through the Conference Tract Society

An Uplifting Factor



E always prefer to have others speak in behalf of this journal. We are sure many do speak for it whose speech never reaches us. Here is one that did, thanks to Superintendent Hiatt, of Minnesota:—

DEAR BRETHREN AND SISTERS OF MINNESOTA: As the eighth day of August has been set apart by the General Conference for Education Day, I am writing these letters to you, which I trust will receive your very careful consideration.

There is a steady, onward movement among our people throughout the world to raise the standard of Christian education higher than it has ever been, both in our colleges and academies and in our church schools.

One uplifting factor of this great movement is the journal *Christian Education*. It should be in every home whether or not that home contains children.

We are to be the light of the world in regard to true principles in this line, as well as in the Bible doctrines and prophetic history. This journal will instruct our people concerning Christian education, the same as the journals *Liberty*, *Protestant*, *Signs of the Times*, *Life and Health*, and others are teaching us in other important subjects.

Please place this before the church, and secure as many subscriptions for it as possible. When all our people understand what is involved in true education, we shall see our efficiency to work for the world increased manifold.

Our circulation manager, D. W. Reavis, says:—

We have arranged for new clubbing rates for all the papers we have heretofore carried in *Christian Education*. Let the good work go on, but send us subscriptions. That is the greatest thing that EDUCATION needs at the present time.

If every one of our friends will lift, we can make this journal truly—

An Uplifting Factor



KEY
 ■ COLLEGES
 ● ACADEMIES

COLLEGES

- 1 Washington Missionary College, Tacoma Park, D. C.
- 2 Union College, College View, Nebr.
- 3 Pacific Union College, St. Helena, Cal.
- 4 Emmanuel Missionary College, Berrien Springs, Mich.
- 5 Walla Walla College, College Place, Wash.
- 6 College of Medical Evangelists, Loma Linda, Cal.

ACADEMIES, SEMINARIES, INTERMEDIATE SCHOOLS

- 7 South Lancaster Academy, South Lancaster, Mass.
- 8 Fireside Correspondence School, Tacoma Park, D. C.
- 9 Virginia Conference School, New Market, Va.
- 10 Fernwood Intermediate School, Tunasassa, N. Y.
- 11 Mount Varron Academy, Mount Vernon, Ohio.
- 12 Adelpian Academy, Holly, Mich.

- 13 Cedar Lake Academy, Cedar Lake, Mich.
- 14 Battle Creek Academy, Battle Creek, Mich.
- 15 Beechwood Academy, Fairland, Ind.
- 16 Fox River Academy, Sheridan, Ill.
- 17 Broadview Swedish Seminary, La Grange, Ill.
- 18 Bethel Academy, Bethel, Wis.
- 19 Walden School, South Bangs, Wis.
- 20 Hazel Academy, Hazel, Ky.
- 21 Southern Training School, Graysville, Tenn.
- 22 Oakwood Manual Training School, Huntville, Ala.
- 23 Alphaeta—Intermediate School, Alphaeta, Ga.
- 24 Keene Academy, Keene, Tex.
- 25 Addington Intermediate School, Addington, Okla.

- 26 Ketchum Intermediate School, Ketchum, Okla.
- 27 Strode Academy, Owega, Kans.
- 28 Clinton German Seminary, Clinton, Mo.
- 29 Gateway Intermediate School, Goldsberry, Mo.
- 30 Oak Park Academy, Nevada, Iowa.
- 31 Danish-Norwegian Seminary, Hutchinson, Minn.
- 32 Maplewood Academy, Maple Plain, Minn.

- 33 Plainview Academy, Redfield, S. Dak.
- 34 Steyenne River Academy, Harvey, N. Dak.
- 35 Hastings Intermediate School, Hastings, Nebr.
- 36 Hill Agricultural Academy, Downs, Kans.
- 37 Campion Academy, Loveland, Colo.
- 38 Wyoming Intermediate School, Hemingford, Nebr.
- 39 Mount Ellis Academy, Boseman, Mont.
- 40 Forest Home Academy, Mount Vernon, Wash.
- 41 Meadowdale Academy, Battie Ground, Wash.
- 42 Laurelwood Academy, Gaston, Oregon.
- 43 Royal Academy, Cottage Grove, Oregon.
- 44 Gravel Ford Academy, Gravel Ford, Oregon.
- 45 Lodi Academy, Lodi, Cal.
- 46 Armona Academy, Armona, Cal.
- 47 San Fernando Academy, San Fernando, Cal.
- 48 Phoenix Academy, Phoenix, Ariz.
- 49 Manson Academy, Pitt Meadows, B. C.
- 50 Alberta Industrial Academy, Lacombe, Alberta.
- 51 Buena Vista Academy, Oshawa, Ont.
- 52 Williamsdale Academy, Williamsdale East, N. S.

MAP SHOWING LOCATION OF OUR COLLEGES, SEMINARIES, ACADEMIES, AND INTERMEDIATE SCHOOLS IN THE UNITED STATES AND CANADA

CHRISTIAN EDUCATION

Vol. VI

Washington, D. C., September, 1914

No. 1

How I Use the Bible in the Teaching of English

BY M. E. OLSEN, WASHINGTON MISSIONARY COLLEGE

WHEN asked how I use the Bible in my classroom, the answer naturally suggests itself: "I do not use it at all; it uses me." However it may be with other subjects in the English classroom, the Bible, to do its best work, must not simply be brought in now and then; it must be an abiding presence, a spirit that enters into and informs all the instruction that is given. And its indirect results, springing from the general attitude of the teacher who has drunk deeply at the fountain of its life-giving truths, often are more far-reaching for good than are the results of direct study where the whole atmosphere of the classroom is not serious and reverent.

English teaching, as I conceive it, has two main objects: first, to familiarize the pupil with the general course of English literature from the earliest days to the present time, and by so doing to give him an insight into those qualities which are distinctive of the Anglo-Saxon race; secondly, to hold up before him models of correct writing and speaking, and give him sufficient practice in endeavoring to attain to a degree of ease and elegance in adequately expressing his thoughts. In both departments the

Bible holds supreme place. In other words, it is not only itself an old English classic, but one which enters into the nobler parts of all other great English classics, making it impossible properly to study them without first having a good working knowledge of the Bible.

At the very dawn of English literature, large portions of Scripture were translated into the Anglo-Saxon, and, during the centuries preceding the Norman conquest, the whole spirit and aim of the native literature may be said to be Biblical. Then after the conquest, when the English language first began to emerge in something like its present form, Wyclif's Bible, a work of monumental industry, came out, and was widely circulated by the bands of itinerant preachers. Tyndale, Coverdale, and other great translators gave it later touches, and at last in what is known as the golden age of English literature, the Book of books took final form in the King James Version. Since then the Bible has dominated English literature, and, largely, English history. It has entered into the making of the race, so that whatever of heroic endeavor, whatever of patient, persistent progress in the face of ob-

stacles, whatever high ideals of home and duty have characterized the English people, are owing very largely to the English Bible.

But if the Bible properly bulks large in the history of English literature, it may be said to have an equally honored place as a collection of the finest literary models, and in this capacity chiefly I shall treat of it in the present article. Speaking personally, I have found the Bible especially helpful in getting my pupils in a right frame of mind to approach the study of how to express their thoughts in language. With me a right attitude is fundamental. So, early in the year, in fact about as soon as the class is fully made up, I refer to the fact that the Bible contains the seed principles that enter into all the activities of life, and suggest that as a part of the next day's assignment each pupil look up a number of texts having a bearing on the subject of correct writing and speaking. Usually I suggest a few key words, such as "write," "speak," "word," etc., to help the weaker students, but I encourage all to try to find some representative passages without having to use the concordance.

The next day we consider the passages brought in, dwelling chiefly on the ones that are most suitable for the purpose in view. Nearly always some apt pupil will bring in Eccl. 12: 10: "The preacher sought to find out acceptable words ["words of delight," margin]; and that which was written was upright, even words of truth." It is a very suggestive text for a beginning class in English. First, there is the earnest conscien-

tious effort involved in the words "sought to find out." This is pressed home upon each pupil as a principle running all through successful school work in English. "Words of delight" bring out effectively the element of attractiveness, which should not be wanting in our writing. But the climax is reached in the closing phrase, "words of truth." Good writing must first of all be truthful. It must have truth for its aim, and it must also be characterized by truth in its methods. After we have talked over this text for a while, and have viewed it from various standpoints, we usually read it over in chorus two or three times; then some one repeats it without the book; then all.

Other passages brought in will have reference to the manner of Christ's teaching: how he spoke in parables, illustrating divine truths by reference to well-known things in nature; how the common people heard him gladly, which shows that his method of instruction was simple and attractive; how the soldiers sent to take him forgot their errand while listening to his gracious words, and came back, empty handed, with the strange excuse, "Never man spake as this man;" again, how the disciples on their way to Emmaus recognized the Master in his giving of thanks, and upbraided themselves for not knowing him as he walked by their side and spoke the words which made their hearts burn within them.

Sometime near the beginning of the course, Isa. 6: 1-8 is brought in as setting forth the experience that every writer or speaker must pass

through,—first, the vision of divine glory, of truth in its beauty and majesty; then the sense of one's own personal unfitness to have any part in its promulgation; then the cleansing; and finally the call and the acceptance. From this beautiful passage as a foundation can be built up the two grand principles of good writing,—vision and sincerity. The writer, in other words, must see something and see it distinctly; then he must tell what he has seen, with clearness and perfect sincerity, so that his readers will see it, too. This is the beginning and end of all writing and speaking really worth while.

So much for the cultivation in the pupil of a right attitude toward writing. Let us now consider the further instruction given. The most fundamental of literary forms is the narrative, and it is usually the first one to be taken up in the various textbooks on rhetoric. Among the shorter narratives of the Bible the parables of our Lord lend themselves most easily to class use. I usually assign three or four of these parables for careful reading, asking the class to consider each as a narrative, noticing how it begins, how the action is developed, and how it is brought to a close; how far it meets the demands of unity, coherence, and emphasis; what is the general character of the vocabulary employed, wherein its peculiar beauties as a narrative consist, etc. Then when we have had one or two lively recitations on the subject, the time having come for the next written assignment, I request each pupil to write out in his own words one of the parables studied, making his

narrative of approximately the same length as the original. The result is usually some fairly good narratives; but inevitably the writers feel a wholesome dissatisfaction with their own work and a corresponding admiration for the beauty of the great originals. Nearly always the average length of the words used by the pupils is greater than those of the Bible narratives. This is usually something of a revelation to the pupils, most of whom are apt to bewail their small vocabulary when they ought to bewail their lack of skill in using the words they already know.

Following this exercise in the shorter narratives, I usually introduce for similar treatment the books of Ruth and Esther, and various stories in Genesis, including the one recounting the bringing home of Isaac's bride, and the life story of Joseph. In these longer stories there is opportunity to study the descriptive touches, the development of character, the structure of the plot, and the like. A little later the class make constructive use of this knowledge by taking one of the smaller parables, as the one concerning the treasure hid in the field, and constructing from the bare skeleton a detailed narrative, with everything in its proper setting.

Next month a few examples will be given of how description, exposition, and argumentation are taken up in the light of the fine examples of these forms to be found in the Bible. Likewise with the figures of speech. Some attention will also be given to the use of the Bible in the study of the leading English authors.

How I Use the Bible in Teaching History — No. 3

BY O. J. GRAF

History of Antiquity (Continued)

A FEW examples must suffice to illustrate how the recently discovered records of the nations of antiquity clarify and confirm the history of the Hebrews given in the Old Testament. For years unbelieving scholars rejected the account given in Genesis 14 of the capture of Sodom and Lot by the four kings from the valley of the Euphrates, and the rescue of Lot from the hands of these kings by Abraham. This history was considered a myth, and it was even doubted that Abraham ever existed. But now the names of several of the kings have been found on the Babylonian clay tablets. Until a few years ago, however, a real difficulty remained; for according to the Babylonian chronology, Amraphel, one of the four kings, lived about two hundred and fifty years before the date given for Abraham by the Bible chronology. But this last question has recently been decided in favor of the Bible by a remarkable discovery made in the British Museum. I quote briefly from *Records of the Past*. Vol. VI, page 254: —

Recent discoveries made in translating Assyrian and Babylonian tablets in the British Museum have cleared up some of the apparent discrepancies between the Old Testament and Babylonian chronologies, and so have proved to be very important. Several years ago Dr. Leonard King, F. S. A., found in the British Museum some new chronicles of the early Baby-

lonian kings, which he has translated. The results of his work have recently been published by Dr. King, the most important being the discovery that the second dynasty of Babylon was contemporaneous with portions of the first and third dynasties, thus greatly reducing the dates of the first dynasty, and reconciling the Old Testament chronology with the Babylonian and confirming the general belief that Amraphel, king of Shinar (Genesis 14), was Hammurabi, king of Babylon, and a contemporary of Abraham.

This second dynasty ruled two hundred and sixty-eight years; and since it ruled contemporaneously with the first and third dynasties, and since Amraphel belonged to the first dynasty, it becomes very evident that two hundred and sixty-eight years must be subtracted from the date formerly given to Amraphel, bringing him exactly to the date given in the Bible chronology for Abraham — a remarkable confirmation of the fourteenth chapter of Genesis.

Two more illustrations of the vindication of the reliability of the Old Testament history must suffice. To show how I endeavor to impress the evidence upon the students' minds, I shall arrange the matter in three parallel columns. The first gives the views of the higher critics and the infidel scholars of fifty or sixty years ago, concerning the Israelites and the Hittites. The second presents the Bible record, and the third gives the testimony of the monuments.

Concerning the Israelites

HIGHER CRITICISM AND INFIDEL SCHOLARS OF THE NINETEENTH CENTURY

We have no good reason to believe that the Hebrews were ever in Egypt. The story is an allegory.

BIBLE

"Now the sojourning of the children of Israel, who dwelt in Egypt, was four hundred and thirty years." Ex. 12: 40.

"Therefore they did set over them taskmasters to afflict them with their burdens. And they built for Pharaoh treasure cities, Pithom and Raamses." Ex. 1: 11.

"Go therefore now, and work; for there shall no straw be given to you, yet shall ye deliver the tale of bricks." Ex. 5: 18.

Concerning the Hittites

The Hittites were not a historical people. The Bible alone speaks of them, and this does not warrant us in giving them a real existence.

The Hittites were a real historical people. Israel at one time allied herself with them. See 2 Kings 7: 6.

THE MONUMENTS

The name of Israel has been found on the Egyptian monuments.

The treasure city of Pithom, built by the oppressed Israelites in the land of Goshen, has been discovered and identified; and what makes this discovery still more valuable is the fact that part of the brick contains straw and part of it does not.

The Hittites were at one time a powerful nation. They fought Egypt to a standstill, and forced Rameses II, the Pharaoh of the oppression, to sign a treaty of peace with them.

Recently their ancient capital has been discovered and identified, at Boghaz-koi, in southeastern Asia Minor.

These examples are fair samples of the faith-building and faith-fortifying possibilities that are to be found in the study of the history of antiquity, but I have already given too much space to this first year of college history. I shall not, however, deal so fully with the remaining two years' work which I conduct.

History of Greece, Rome, the Middle Ages, and Modern Europe

To me the teaching of the history of Greece, Rome, the Middle Ages, and modern Europe is a simpler task; for here we have textbooks better adapted to our work than we have in the history of antiquity. My general plan is to pass over, as rapidly as is consistent

with thoroughness, the nonprophetic periods of history, and enlarge on the periods foretold in prophecy. So in Greece, we can move quite rapidly until we reach the time of Alexander; and in Rome we can be brief until we reach the fall of Greece and the beginning of the Christian era.

When we reach these prophetic periods, in addition to class discussions, I assign for special research such subjects as:—

Four, Not Three Kingdoms After Alexander.

The Rise and Development of the Papacy.

Corruption of the Church Before the Reformation.

The Eastern Question.

The students are required to read from fifty to four or five hundred pages on these subjects, and be prepared to present to the class the results of their study in the form of well-written papers or es-

than equal time spent by the teacher in telling the students the results of his research.

Occasionally, as a review, I require my classes to fill out charts similar to the form shown below:

In chronological order, names of nations, institutions, or movements	Prophetic symbols	Bible reference	Bibliography, giving names of books, and chapters or pages	Remarks

says. My own experience and the observation of the work of my students lead me to believe that these constructive efforts on the part of the pupil are much more effective in developing a broad and self-reliant understanding of a subject

In closing, I wish to remind my readers that I have not written as one who has attained, but rather as one who knows full well at least some of his imperfections, and who is earnestly inquiring and searching for a better way.

A Good Suggestion

BY E. WARNER

NOT long ago I read your call for suggestions of something to help along in our educational work. This brought forcibly to my mind an idea that I have had for a long time and that I have wondered some one else had not made a live topic.

I find among our people in general a sad lack in the matter of many important dates in prophecy and in our denominational history. Would it not be a good plan if some of the more important ones were observed in our schools somewhat after the manner in which the public schools observe days specially connected with our national history? The dates could be

given in CHRISTIAN EDUCATION and suggestions made for programs, or for other appropriate ways of observing the day.

For instance, May 19 could be made a day for learning about the darkening of the sun, both prophetically and historically. Other days could be given to the biographies of our pioneer workers. I believe that if some such plan were followed, these dates would soon become as familiar as Christmas or July 4.

Who will respond with suggested dates and events that can be used in this way, and with ways of observing them?—ED.

EDITORIALS

Our Colleges

WE still have five colleges. One medical college added to these makes six. The Columbia Union has transferred its college from Mount Vernon to Washington, where it has been rechristened Washington Missionary College. Our first college was moved from Battle Creek to Berrien Springs in 1901, and renamed Emmanuel Missionary College. The successor to Healdsburg College was established near St. Helena, in 1909, under the name Pacific Union College. Loma Linda College was opened in the autumn of 1906. Union College and Walla Walla College were founded in 1891 and 1892, respectively, and are still housed in their original quarters.

Of these six colleges, three — Washington, Union, and Pacific Union — lie in almost a straight line from the Atlantic to the Pacific seaboard. Washington bisects a line drawn from Maine to Florida. Pacific Union is not far from halfway between Seattle and San Diego. Union lies near the geographical center of the United States, both east and west and north and south. Walla Walla is a little farther north of Pacific Union than Loma Linda is south. Berrien Springs lies near the former headquarters of the denomination.

Five of these colleges own and operate farms, ranging from 67 to 1,650 acres in size. Four of them lie well out in the country; so also did the other two when established,

but each is now the nucleus of a considerable village.

The past year each of these colleges made its record attendance for at least the past five years, if we are correctly informed, thus:—

Union College	317
Walla Walla College	254
Emmanuel Missionary College	230
Pacific Union College	226
Mount Vernon College	185

These same five conducted summer schools this year for both normal and regular students, each for a term of six weeks, except Union, which had eight. The attendance ranged from 46 to 81, so far as we have heard.

Their financial showing for the past year is, on the average, much better than for several years, as shown by the following information at hand. These results include donations as well as earnings:—

Emmanuel Missionary College (gain)	\$1,026.45
Union College (loss)	410.09
Walla Walla College (gain) ..	2,208.06
Pacific Union College (approximate gain)	3,000.00
Mount Vernon College (gain) ..	10,994.75

Three of these colleges — Emmanuel Missionary, Union, and Pacific Union — have definite plans laid and in operation to lift their debt, the latter two by dividing it into shares of fifty dollars each, and selling them on condition that none are to be paid till the total amount is covered. In the plans of the Emmanuel Missionary College, students as well as teachers are taking an active part.

Of our six college presidents for next year, three were students of Battle Creek College, and three of Union College.

Five of our colleges use suggestive epithets, as follows:—

Pacific Union College—"The School Where Students Do Things."

Walla Walla College—"The School That Educates for Life."

Union College—"The Student's Desire."

Emmanuel Missionary College—"The School of Opportunity."

Washington Missionary College—"The Gateway to Service."

The aim of them all is to be able to say with the Master Teacher in the last day, "I have finished the work which thou gavest me to do."

Our Academies

It was our much-valued privilege, from April to July, to visit thirteen of our academies, as follows:—

Adelphian Academy
Cedar Lake Academy
Fox River Academy
Oak Park Academy
Strode Academy
Campion Academy
San Fernando Academy
Lodi Academy
Laurelwood Academy
Meadowglade Academy
Forest Home Academy
Manson Academy
Alberta Academy

It was part of our plan to visit also the other academies of the Northern Union, and some others; but the season being so far advanced, and the people out in the field, this pleasure had to be postponed till later.

It had been our desire for a long time to come into closer touch with these schools, and study their in-

terests with a view to cooperating more intelligently in their upbuilding. There is no more important work in our educational field than that of the intermediate schools and academies, dealing as they do with our boys and girls in one of the most critical periods of their lives. Many of these academies have had to work against great odds. Their principals and teachers are worthy of hearty commendation for their perseverance and triumph over obstacles. We found some of them doing the work of two men, and almost breaking under the load, in order that the school might prosper. We want to assure them all of our sympathy, and of our determination to work with them in every way we can to promote the interests of this noble and fruitful work. We shall have more to say from time to time on vital academy problems.

Church School Support

THIS live question seems always to be present with us. Our faithful superintendents and local school boards have struggled with it from the day that our first church school was opened. It is likely to stay with us till the end.

On a few things all agree:—

1. The work of the church schools is the Lord's work.

2. It ought to be supported.

3. It ought to provide for every child of school age in the church where it is conducted.

4. It ought to be extended to many more churches than now carry on a school.

In the management of a church school a few fundamental principles ought to be recognized:—

<p>AMOUNT COLUMN</p> <p>\$5.00</p> <p>4.50</p> <p>4.00</p> <p>3.50</p> <p>3.00</p> <p>2.50</p> <p>2.00</p> <p>1.50</p> <p>1.00</p> <p>.75</p> <p>.50</p> <p>.25</p>	<p style="text-align: center;">"Let ALL share the expense."—Test., Vol. VI, page 217</p> <p style="text-align: right;">Date _____ 191__</p> <p style="text-align: center;"><i>I hereby agree to pay the amount checked in the opposite column for the support of the Church School at _____,</i></p> <p style="text-align: center;">NAME OF SCHOOL</p> <p style="text-align: center;"><i>this to be paid monthly for * ^{nine}/_{twelve} months</i></p> <p style="text-align: center;">* Name _____</p> <p style="text-align: center;">P. O. _____</p> <p style="font-size: small;">* Cross out one not desired</p>
---	---

1. It is a church school, not a parents' school. Therefore "every man and woman in our ranks, whether a parent or not, ought to be intensely interested" in making it a pronounced success. See "Counsels to Teachers," page 210. Therefore, "let all share the expense. Let the church see that those who ought to receive its benefits are attending the school. Poor families should be assisted." — Vol. VI, page 217.

2. The church school is a business enterprise, and should therefore be conducted on good business principles. One of these is to count the cost beforehand and lay definite plans to meet it. Another is to pay all bills promptly each month. Another is to maintain a reserve fund for improvements.

To help meet these conditions in a systematic way, Superintendent Colcord, of the Southern California Conference, has devised a plan represented above.

Continuing the payment of pledges during the summer provides a surplus to start school with in the autumn, and will help to

ward lengthening the school year.

This plan further provides for a personal church school statement:

Church School Statement

..... 191...
M.....

IN ACCOUNT WITH

(Name of school)

"Put that on mine account."—Paul

	Debit	Credit
Paid in full		
Balance		
Tuition		
Monthly pledge		
Books		
.....		
.....		
TOTALS		
BALANCE		

SECRETARY-TREASURER

Superintendent Hiatt, of the Minnesota Conference, is working along a similar line, using monthly pledge blanks for local schools.

Besides this, his conference has taken action to create a fund for the promotion of schools. Here is the resolution passed by the conference in June, 1914:—

Whereas, It is often impossible to organize a church school in the weaker churches because of the lack of necessary funds with which to pay the teacher's salary, therefore,—

We recommend, That a church school fund be created to supply this need, the same to be disbursed at the discretion of the conference committee and the educational superintendent; said fund to be secured by printed pledge cards, to be signed by the donor, promising to pay a certain sum month by month, either to the local church treasurer or to the conference treasurer.

The pledge card used in carrying out this measure is given at the bottom of the page.

The Tuition Plan

On the whole the tuition plan of support seems to be working out best. To expedite matters, a census of all the children of school age in the church should be taken at least a month before school opens. Have a regular tuition rate for each grade. Reckon the total amount of tuition required each month. Make a careful estimate

of the average monthly expense, including teacher's salary, supplies, fuel, etc. Compare this with the tuition income. Plan for at least ten per cent more income than expense.

Then canvass all church members with pledge blanks, asking parents to pledge an amount equal to the tuition of their own children as far as they can. It is now easy to cast up the balance between income and expenditure. If found on the wrong side, it may be necessary to recanvass pledgers, asking them to raise their pledges five or ten per cent. If found on the right side, make sure that the income is at least ten per cent above the expenditure, then send the surplus to the conference treasurer to assist in the starting of schools where the church or company is too weak to support a school. Then render a report to the church at the end of each school month.

Such a procedure insures the avoidance of debt in each local school, and keeps up a missionary spirit by helping those who are weaker but just as deserving.

MINNESOTA CHURCH SCHOOL FUND

In harmony with the recommendation passed by the Minnesota Conference, June, 1914, I do hereby promise to pay into the Minnesota Church School Fund during the remainder of this year and during the year 1915, the sum of _____ each month, the same to be paid to the treasurer of the _____ church, regardless of any other pledges made by me or whether I send any children to any school or not.

Signed _____

Date _____ Address _____

THE MINISTRY

Progressive Plans

At the autumn council of the General and the North American Conference Committees in 1913, plans were laid for raising the efficiency of our ministry, and for encouraging more of our young men to study for this sacred calling. The main features of these plans are:—

That young men looking toward the ministry complete a ministerial or literary course in one of our standard schools.

That conferences require at least twelve grades of education before licensing young men for the ministry.

That licensed ministers who have not completed twelve grades be urged to reach this standard before ordination.

That a reading course for ministers be conducted each year by the General Conference Department of Education.

That a plan of tuition scholarships of fifty dollars each be arranged for the assistance of promising young men and women in carrying their education and training beyond the academic course, in preparation for the ministry, teaching, and other gospel work.

These plans were presented and adopted at the union conferences held during the winter, and at the local conferences held in connection with camp meetings so far this summer. They have met with hearty response among our laborers, and are awaking new interest in evangelistic work among our

young men and women. Tuition scholarships are being provided by local conferences, and from private means, and the Review and Herald has arranged for six in its territory.

These progressive moves may mean much to our future work, if they are followed up with the vigor and determination they deserve. We hope that as the students gather at our advanced schools this autumn and lay out their studies for the new year, they will give earnest and prayerful consideration to the work these plans are intended to promote. The name of this new department of the journal, opened last February, is broad enough to include our various gospel interests, and it will be the aim of this department to keep our readers in touch with the development of these plans.

September Reading Schedule

"ACTS OF THE APOSTLES," by Mrs. E. G. White.

Read the following fourteen sections:—

- XLV. Written From Rome
- XLVI. At Liberty
- XLVII. The Final Arrest
- XLVIII. Paul Before Nero
- XLIX. Paul's Last Letter
 - L. Condemned to Die
 - LI. A Faithful Undershepherd
 - LII. Steadfast Unto the End
 - LIII. John the Beloved
 - LIV. A Faithful Witness
 - LV. Transformed by Grace
 - LVI. Patmos
 - LVII. The Revelation
 - LVIII. The Church Triumphant

Please remember to report on this book as soon as you have finished reading it. Address General Conference Department of Education, Takoma Park, D. C., U. S. A.

The Reading Course

THE Ministerial Reading Course is attracting widespread interest. The registration is steadily increasing, the present enrollment being 675. There are other facts besides the mere number which are of much interest. Our registry for the United States includes: —

Twelve General and Division Conference men.

Four out of ten union conference presidents.

Thirty-nine out of fifty-six local conference presidents.

Numerous ministers, licentiates, and Bible workers.

A number of educators, including college presidents, academy principals, faculty members, educational superintendents and secretaries.

Some publishing men and missionary agents.

In Takoma Park seventeen are enrolled.

Foreign Registry

The work of the Reading Course has now become international and world-wide. Out of our total enrollment of 675, foreign fields supply 128. Of these Canada contributes 29, the West Indies 21, Australia 15, South Africa 8, South America 7, India 5, Korea 5, and the following countries from one to four each: Japan, Spain, Hungary, Philippine Islands, France, England, Mexico, Borneo, Portugal, Ireland, Canal Zone, Java, Germany, Central America, Bermuda, Greece, West Africa, British East Africa, Pacific Islands, China, Switzerland, Newfoundland, Finland, Sweden, Hawaiian Islands.

The second book is to be completed by September 30, and the third by December 31. It is likely that next year's course will include four books, one for each quarter.

How They Like It

THIS Reading Course delights me; for I know we have men of ability and discernment who are choosing the finest books and offering them to us for study. That saves our fumbling among the libraries and bookstores to hunt up such works.

I have long felt a desire for self-improvement that I might be able to present this message in a more efficient way, and I surely believe this reading course offers me the improvement that I need.

I find the first book helpful in many ways. It certainly gives good ideas on building a sermon; also the thoughts on pulpit manners are excellent. Although I have been preaching for more than twenty years, I consider the time and money well spent in reading it. I have now almost finished the "Acts of the Apostles." I am reading one chapter each day. I appreciate the Reading Course very much.

"I am heartily in accord with the movement toward a more efficient ministry. I think most of us comprehend that we have been woefully lacking in this regard. In this decade of wonderful opportunities along educational lines we have passed the time when men can leave the plow and the blacksmith shop and go to preaching, and at the same time gain the respect and confidence of the people.

I liked the first book very much, and believe that the principles laid down in it are good. I found many helpful things, and have been trying to carry out some of its principles in my preaching. I believe it is a good thing to read such works, and am glad to have our young men in this conference get hold of the principles.

I am well pleased with this book ["Preparing to Preach"]. In this day, when popular preaching is away from the Bible, I am surprised to find how closely the author would have the ministry stick to the Bible. His idea of a textbook in which texts can be arranged and sermons built as texts suggest themselves to the mind, I consider a good suggestion.

Next month we shall have some reports on "Acts of the Apostles," and some reading notes and citations to accompany "Monuments and the Old Testament."

THE NORMAL

Greetings

WE send cordial greetings to all our normal directors and their assistant corps of teachers, at the opening of this new school year. It is to you we are looking for a much-needed increase of our teaching force. To you, also, our army of teachers in the field are looking for help from month to month through the pages of this magazine.

It is the aim of this department of the journal to cooperate with you in every helpful way we can. It depends partly on you whether this is done to the greatest advantage or not. These columns are

open to you as a channel of communication with teachers in the field, as a question corner, as a record of successful methods and progressive ideas.

Your contributions may range from twenty-five to five hundred words, with an occasional extra allowance when extra good. Will you cooperate?

That you may know we have you definitely in mind, see below how you look in our mental framework. If your initials do not appear to some contributions in this department, everybody will think you are not doing your duty.

NORMAL DIRECTORS

Katherine B. Hale, Pacific Union College.
Grace O'Neil Robison, Asst., Pacific Union College.
B. B. Davis, Walla Walla College.
M. P. Robison, Union College.
Myrta B. Kellogg, Emmanuel Missionary College.
Minnie O. Hart, Mount Vernon Academy.
Mrs. H. E. Osborne, South Lancaster Academy.
Josephine Wilson, Keene Academy.
Ada C. Somerset, San Fernando Academy.
Susan Walde, Clinton German Seminary.

Greeting Again

WE send hearty greeting also to our faithful teachers scattered abroad among the schools—to you who are in the real forefront of the battle. We believe in you, and sympathize with you in all your earnest endeavors to meet the mind of God and your own ideals in behalf of our children. We want to help you in every way we can. But to do this most effectively, you must help us. Make this

department a bureau of exchange. When you have marked success in some feature of your work, the signal blessing of God in your daily experience as a teacher, pass it on to cheer and help others. Ask questions you cannot answer; perhaps somebody else can.

Greeting Once More

WE send Christian greeting, once more, to our hard-working superintendents and secretaries, on whom rests the chief responsibil-

ity of promoting and organizing our elementary school work. We have been with you to some extent, and felt with you the weight of responsibility and solicitude you constantly bear. We know something of your travailings of spirit to make your work grow better and better. We want to be of more help to you than in the past. Write and tell us how we can do this, and share these columns with us in promoting the interests of this educational movement.

Is Nature Study a Fad ?

A CHILD'S interest in outdoor life is a kind of hunger, as natural as his interest in bread and butter. He cannot live on bread and butter alone, but he ought not to try to live without them. He cannot be educated on nature study alone, but he ought not to be educated without it. To learn to obey and reason and feel,—these are the triple ends of education; and the greatest of these is to learn to feel. The teacher's word for obedience; the arithmetic for reasoning; and for feeling,—for the cultivation of the imagination, for the power to respond quickly and deeply,—give the child the out of doors.

"If I could teach my Rugby boys but one thing," said Dr. Arnold, "that one thing should be poetry." Why? — Because poetry draws out the imagination, quickens and refines and deepens the emotions. The first great source of poetry is nature. Give the child poetry; and give him the inspiration of the poem, the teacher of the poet — give him nature. Make a poet of the child, who is already a poet born.

How can so essential, so fundamental a need become a mere fad of education? A child wants first to eat, then to play, then he wants to know — particularly the animals. And he does know an elephant from a kangaroo long before he knows a Lincoln from a Napoleon; just so he wants to go to the woods long before he desires to visit a library.

Nature study founded upon the instincts, upon the normal craving of the child, cannot become a fad, is not a fad. There may be many things in school that are fads. Nature study *methods*,—the way it is taught, the strange ends sought sometimes,—these may be fads, but not the teaching of the child to observe and love the flowers, bees, birds, and beasts of the field. Not the unfolding to the child of the laws of life and the sublime principles of the universe,—this cannot be a fad, and this is all involved in the very beginnings of nature study.

Not until breathing and thinking and feeling become fads can the study of the ant in the school yard walk become a fad, or the leaves on the school yard trees, or the clouds over the schoolhouse roof, or the sights, sounds, odors coming in at the schoolroom windows!

When the knowledge and love of these things, and of the dandelion in Lowell's poem, the rainbow in Wordsworth's, and the waterfowl in Bryant's — when the knowledge and love of these things become a fad, then nature study may also be reckoned as something forced and of the family of fads.—*Country Life in America.*

Easy Design Lessons

PEDRO J. LEMOS

Lesson for Grades Seven and Eight

DURING the seventh grade the student should design original decorative units from the natural forms of flowers and plants. They should be designed within a definite boundary shape, as rectangle, diamond, triangle, oval, or circle.

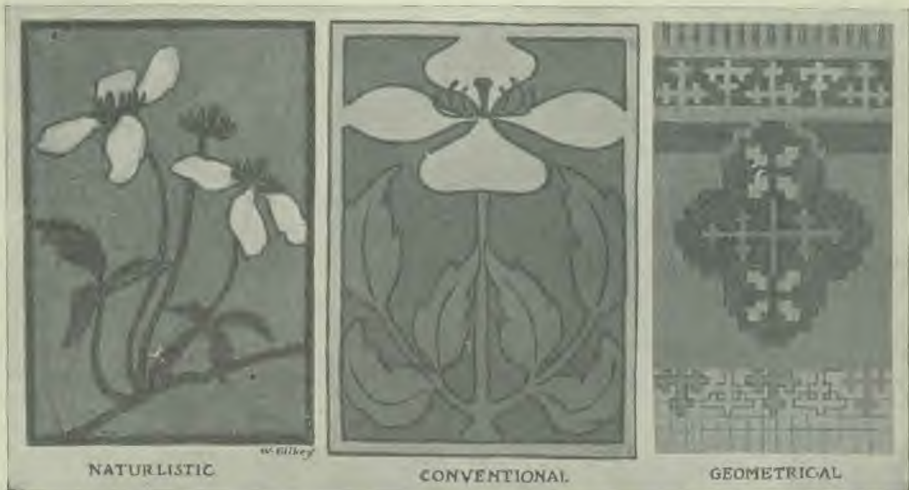
Observe in the work the use of *parallelism* and *center of interest*.

upon the beauty of the parts themselves; therefore spend most of the thinking upon how to arrange the units and masses of ornament. The addition of units or designs to fill these spaces will then be easier.

To design, one must plan an arrangement. The result of a mere happening is not designing.

Grade Eight

In the eighth grade study the divisions of design. Many designers



Parallelism means having several of the main lines of the design parallel to the boundary lines of the unit, or the object to be decorated. This is the strongest way of subordinating the ornament to the thing ornamented.

Center of interest means that one part of the design should be larger in size or brighter in color or more interesting in some way than the rest of the design. Avoid too many curves in design, as the design will lack the elements of strength or endurance.

A design having too many oblique lines is restless. The oblique line symbolizes movement.

Study good designs. It will be seen that the squareness of a rug or other object is repeated or recognized throughout in the ornament by the squareness of the leaf or fruit form used for decoration.

Beauty of design depends much more upon the arrangement of the parts than

confuse these divisions; they should be kept separate. The three divisions are naturalistic, conventional, and geometric.

Naturalistic composition is arrangement of the subject in realistic forms, but in pleasing proportions within a certain space. This is the character of most of the Japanese art and of those that follow their method.

Conventional composition is arranged by taking flowers or natural objects and setting aside any accidental variations, selecting typical lines and curves for use.

Geometric, or abstract, design is where purely geometric and abstract forms are used; straight patterns and the like. These are often worked according to the material they are to be applied to, as the structural requirements in design should be observed.

Booklet Construction

The construction of books is important knowledge. During the seventh and eighth grades the various simple methods of assembling and binding the printed page should be studied.

Have the pupils gather for a school collection various styles of bindings, these to be used as patterns. Take the class, if possible, to visit a printing or publishing plant where they can see the construction of a book. If this is not possible, read to them a description of the various steps through which a book must go before it reaches the reader.

A book can be planned with a linen or other artistic binding cloth for a cover. This cover may have a stenciled unit or other design upon it. It should also have the title printed upon it.

Crayolas or wax crayons may be used for stenciling, or oil paints thinned with gasoline for the color. The book should contain at least twenty-four pages, on which the pupils are to write brief compositions on such subjects as "History of Printing," "The Relation Between Art and Printing," "Its Importance in Education," "Its Influence on Civilization."

Study the origin of printing, and the development of books. Albrecht Dürer, a painter born in Nuremberg, was noted for his engravings on wood, which he both engraved and printed. There have been greater painters than Albrecht Dürer, but no greater engravers.

William Morris was the best printer of the nineteenth century. He was a great decorator, designing wall papers, tapestries, furniture, stained glass, and pottery. He is well known as a poet and writer, and is celebrated for the beauty of his printed books. Morris's teaching was summed up in this statement: "Have nothing in your home that you do not know to be useful or believe to be beautiful."

Have the pupils plan a booklet cover design, and an inside page arrangement, keeping the design inside harmonious with the outside title and design. Only a few pages need be planned, but these few should be planned very carefully. Such a booklet plan is termed a "dummy." Dummies are always first planned in the making of a book. They help the maker and the printer to see beforehand what the book will look like.

Our Junior Missionary Societies

ERNEST LLOYD

AMONG the resolutions adopted by the Missionary Volunteer Department at the recent General Conference, there was a very important one concerning our boys and girls, the Juniors. We quote that part of it which relates to the church school:—

"Whereas, The spirit of prophecy has said, 'The work that lies next to our church members is to become interested in our youth,' and 'the Lord of heaven is looking on to see who is doing the work he would have done for the youth and children,' therefore,—

"We recommend, Wherever there is a church school that the school itself be organized as a Junior Missionary Volunteer Society."

Then follow recommendations urging all teachers and leaders to train our little ones carefully in practical lines of Christian endeavor.

In speaking to this subject in one of the departmental meetings at the General Conference, one of our leading workers expressed this opinion: "I believe that nothing has come before this body that should more deeply interest us than this question. The Junior work is something that should be entered into heartily." Another General Conference worker added: "We should all sense very deeply the fact that there probably will be no measure taken at this General Conference that will be such a great factor in the conservation of our resources as this one."

Many other expressions of approval for the Junior society plan are to be found in the General Con-

ference records, all the leaders believing this to be "a step forward," "educative," tending to "greater spiritual uplift" and the "cultivation of leadership" among our boys and girls.

One leading teacher offered these remarks: "I visited one of the church school societies where a little boy of fourteen years was the leader, and I am sure I never saw anything more beautifully done. He called on the teacher to make the opening prayer; and I supposed, of course, he would call on the teacher to make the little closing prayer, but he did that himself. I could not keep the tears back. Such things are having an influence that we shall feel five or six years from now."

Another leading young people's worker made this statement: "I believe the Junior societies will do an immense amount of missionary work. They will reach children that will never be reached in any other way, and those children in turn will reach their parents. When I was teaching school a little girl in the sixth grade brought her mother into the truth. The little girl's missionary efforts made a very favorable impression, and she got her mother interested in the Junior work, and as the result she accepted the message."

Another worker speaks of a pleasant experience he enjoyed while holding meetings with some church school children, telling them that they were a part of the army that was to give this third angel's message before the Saviour would come. "How their little faces would light up with joy! They had caught the idea that there was

something in the world for them to do."

Many of our dear boys and girls have also caught this inspiration and are today doing excellent service. Some are giving time to missionary gardens. With this method one of our boys raised nearly twenty dollars for missions last year. Others are interested in selling our magazines. One little girl in a church school placed a magazine in the hands of a lady in the city. In it she learned of our sanitarium work, and later spent considerable time in one of our institutions. Some are distributing the tracts. In a recent meeting a mother in one of our churches told how her little girl carried a copy of a tract on the Eastern Question to a lady friend. This woman was a public-school teacher. She passed the tract on to an associate teacher, and then it went the rounds until twenty-one teachers had seen that tract. The last one mailed it to a friend in Denver, with the suggestion, "When through reading, pass this on." Who knows but that little tract may be traveling yet, unless worn out?

So our boys and girls are proving to be factors in building up the kingdom of the Lord Jesus. Surely we need the children's help. The following story illustrates this point. There was a terrible storm one winter night a year or two ago, and a ship was wrecked just opposite a fishing village on the north coast. The crew got into a boat and rowed for the shore. They were not a dozen rods from the beach when their boat grounded on a sand bar and stuck

fast. The fishermen ran down to help, and the sailors flung them a rope and told them to pull with all their might. The fishermen did so; but though they were fine fellows, they could not manage it. Then their wives said, "Let us take hold and pull, too." But though the women strained every muscle, the boat did not move. At last the *children* asked to join in; and those who could get hold of the rope, and the rest got hold of their fathers' coats and their mothers' skirts, and then came the long pull, and the strong pull, and the pull altogether; and the thing was done. The boat shot over the sand bar, and the poor shipwrecked sailors were saved.

Listen! *The children's weight made all the difference in the pull.* So in the great work which we face today—this life-saving work—our dear children are to have a part. Who can estimate the influence of our hundreds of Juniors as their lives are directed into paths of service for the Master. At the opening of our church schools this fall, let new life be put into this important work.

"American History Outline and Notes"

This is a reference manual for teachers and pupils, prepared by B. E. Huffman, and handled through the regular channels. Price, 60 cents. Characteristic features are: cause and effect method, showing the hand of God in the affairs of men; division into eight sections, each dealing with problems peculiar to its own period; running notes containing facts and incidents not usually found in school histories; wars studied on basis of principles for which they were fought; Satan's six plans for defeating God's purpose in America; America a second Land of Promise. The author has prepared a leaflet describing the work and giving opinions of those who have used it. This may be had for the asking.

New Bulletin Ready

THE outlines for Primary Bible Nature, by Mrs. Sanders, which have been running through the journal the past three years, have been revised, and are now in the printers' hands. They will be issued as Educational Bulletin No. 12, and are expected to be ready for use by the time the schools open. These outlines are prepared by lessons on a systematic plan, and are packed with most helpful devices and suggestions. They will be equally helpful to teachers and to parents, and are virtually equivalent to a manual.

Normal Notes

E. B. D.

SOME of our seventh and eighth grade boys are making a good record in the canvassing field this summer.

The children of the primary room sold nearly two hundred copies of the Temperance *Little Friend*. Some of the older children had success in selling the Temperance *Instructor*. One eighth grade girl made money enough to pay her entire tuition by selling *Life and Health* and other magazines in Walla Walla outside of school hours.

The school gardens added several dollars to the children's missionary fund. The older children helped in bunching and tying; and the smaller ones enjoyed going from house to house to sell the vegetables they had raised.

A complete set (6 volumes) of the "New Student's Reference Work" has been purchased for the use of the seventh and eighth grade room.

We are glad to note that more young men than formerly are turning their attention to normal work.

The normal building is being remodeled in such a way that an extra room will be added. There have been two rooms, each seating three grades. The new plan provides for three rooms, each seating two grades. With another critic teacher, and with fewer children in each room, we confidently hope to strengthen the work of the department.

The three great obstacles in the way of American school children are: (1) the youth of many of the teachers; (2) the lack of training on the part of a large majority of teachers; (3) the use of too many textbooks in the lower grades. Textbooks have put many schools to sleep. Humdrum, textbook recitations soon stupefy the brightest class.—*Pedagogical Pebbles.*

READING COURSE

Our Reading Course

WITH this issue begins the fourth year of our Teachers' Reading Course. The reading outlines for the first three years have been issued as Educational Bulletins Nos. 1, 7, and 11. Price, 5 cents each. No. 1 covers the books "Education" and "Waymarks for Teachers;" No. 7, "Special Method in Reading" and "Mistakes in Teaching;" No. 11, "Counsels to Teachers" and "School Management and Methods."

Teachers who are beginning this course for the first time would do well to take the work outlined in Nos. 1 and 11 first, as these include our own two special books on education. Either of these courses will count the same for securing a reading course certificate as the current year's course. A number of teachers who have recently begun this work have started at the beginning and read in order till they caught up with the rest. This is ideal.

Normal directors and others who use "Education" or "Counsels to Teachers" as a class textbook, will find in Bulletins Nos. 1 and 11 a complete outline, with questions, for the study of these books, as they were outlined more fully than other books in the course.

Reading Course Requirements

Here is the regulation of the General Department applying to the reading course:—

"Candidates applying for certificates of whatever grade during 1913 must present with their appli-

cations evidence of having pursued satisfactorily one year's work in the Teachers' Reading Course; those applying during 1914, evidence for two years' work; those applying during 1915, three years' work; and all renewals will be conditioned upon faithful pursuance of the regular reading courses."

It is understood that those who taught in 1913, and have taught since then, should present three reading course certificates, in order to make their teaching certificate bearing date of 1914 valid, and should present a fourth one next summer. Those who are teaching this year for the first time should pursue the reading course for either the first, the third, or the current year, found in Bulletin 1, Bulletin 11, and this year's magazine, respectively. It is incumbent upon our secretaries and superintendents to see that these regulations are carried out. Several of our larger conferences reported every teacher pursuing the course last year.

A New Plan

By recent action of the Department, it was decided to outline the books one at a time this year, and to require of readers either the notes or the thesis, but not both. The first book is begun herewith.

Faithfulness in the pursual of this work will bring its own reward. Start in with the determination not to fall behind the schedule this year, because of the good you will get out of it. You can think of a host of others reading the same book at the same time.

Outline

Book: "Special Method in Arithmetic,"
McMurry¹

SEPTEMBER

CHAPTERS 1 and 2, pages 1-29.

I. Brief Historical Review

1. Importance of Arithmetic
 - a. Neglect in schools of humanists and philanthropine
 - b. Trapp's work — modern teaching begun
 - c. Character of work for three previous centuries
2. Pestalozzi's Work and Methods
 - a. Points emphasized
 - (1) Perception (based on observation)
 - (2) Oral work (mental gymnastics)
 - (3) Arithmetic in all grades — including *first*
 - b. Extremes of Pestalozzi's disciples (Grube most notable and influential)
3. Work of Dr. Rein — modification of Grube method
 - a. Familiar things to precede artificial devices
 - b. Large thought units to be employed in study
4. History of Arithmetic in United States
 - a. Importance of arithmetic in early schools
 - (1) For practical value
 - (2) For mental discipline
 - b. These points questioned
 - Practical value
 - (1) Enumeration of practical topics
 - (2) Conclusion regarding utilities
 - Mental discipline
 - (1) Doctrine undermined by modern psychology
 - (2) Substitution of "apperception"
 - (3) Thought studies versus doubtful topics
 - (4) Result — omission of subjects
5. Dr. Dewey's Conclusions
 - a. Criticism of Grube foundation
 - b. Employment of activity in
 - (1) Measuring
 - (2) Comparison of values and magnitudes
6. Tendency of Modern Teaching
 - a. Regarding first-grade number space
 - b. Regarding connection of arithmetic with other studies
7. History of Arithmetic Teaching Valuable
 - a. To give correct point of view

- b. To show relative importance of subject
- c. To avoid mistakes of past
8. Valuable Summary of Controlling Ideas

(Study and enumerate points 1-7)

II. Aim and Scope of Arithmetic

1. Aim — to master world quantitatively
 - a. Steps in attainment of aim
 - (1) Familiarity with units (symbols of mathematical language)
 - (2) Memorizing of number facts
 - (3) Development of number concept from objects (physical world)
 - (4) Application of number to physical things
 - (5) Learning to use the "mathematical eye"
 - (6) Finding mathematical phase of every subject
 - b. Points settled by this aim
 - (1) Topics to be omitted and why
 - (2) Kind of mental discipline furnished by arithmetic (limitation of drills, — illustrations of important and unimportant drills)
 - (3) Kind of applied problems needed (illustrations showing value of problems in illuminating other studies)
 - (4) Relation of arithmetic to other studies (note "searchlight," and "leaven" versus mastery of science of number)
 - (5) Character of mental discipline further discussed (mathematical "aptness" versus exhibitions of dexterity and skill)
 - (6) Importance of *general culture value* of arithmetic

General Questions

1. Compare early, later, and modern ideas regarding importance of arithmetic. When was the modern method first begun?
2. How has Pestalozzi's valuable work in arithmetic been supplemented by the Herbartian pedagogy?
3. What led to a questioning of the arithmetical standard and "creed" in America, and with what results?
4. What considerations determine what topics should be omitted?
5. What importance do you attach to *aim* in arithmetic teaching?
6. What changes in your aim and in the *scope* of your work are suggested by this study?
7. How will these considerations affect the choice of a textbook?

(Concluded on page 32)

¹ Published by The Macmillan Company. Price, 70 cents.

HOME EDUCATION

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

At the Door

I THOUGHT myself indeed secure,
So fast the door, so firm the lock;
But, lo! he toddling comes to lure
My parent ear with timorous
knock.

My heart were stone could it with-
stand
The sweetness of my baby's
plea —
That timorous knocking and
“Please let me in — it's only
me.”

I threw aside the unfinished book,
Regardless of its tempting
charms,
And, opening wide the door, I took
My laughing darling in my arms.

Who knows but in eternity
I, like a truant child, shall wait
The glories of a life to be,
Beyond the Heavenly Father's
gate?

And will that Heavenly Father
heed
The truant's supplicating cry,
As at the outer door I plead,
“'Tis I, O Father! only I”?

— Eugene Field.



A Word to Mothers

THE time has come for the opening of school; and although there is much to do in every home,—canning fruit, sewing, and gathering the fall crops,—we must not forget the home school. Time does not wait. The children are growing up and slipping away; soon they will go out from the mother's influence to be instructed by the teacher and influenced by the boys and girls who form their associates. Will they be fortified by faithful instruction given by the mother before they arrive at school age?

The spirit of prophecy has said: “In the early years, while the mind of the child is easily molded, before it has learned to doubt, the wonders and beauties of nature

should be opened before him.” “To the little child not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an unfailing source of instruction and delight. The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things. The ear as yet undulled by the world's clamor is attentive to the voice that speaks through nature's utterances. . . . As the dwellers in Eden learned from nature's pages, as Moses discerned God's handwriting on the Arabian plains and mountains, and the child Jesus on the hillsides of Nazareth, so the children of today may learn of him.”

There is an abundance of material in and around every home, if only the parents will bear it in mind. Jesus lived what he taught. If we follow in his steps we shall constantly find cause for calling the attention of the children to God's work in nature, — "the leaven, the hid treasure, the pearl, the fishing net, the lost coin, the houses on the rock and the sand. In his lessons there was something to interest every mind, to appeal to every heart." Again we are told to "let the children learn to see in



nature an expression of the love and the wisdom of God; let the thought of him be linked with bird and flower and tree."

If possible, every mother with children under five years of age should take the Early Education course in the Fireside Correspondence School. If any cannot do this, let them watch this department of Home Education for helpful suggestions.

Nature Month by Month

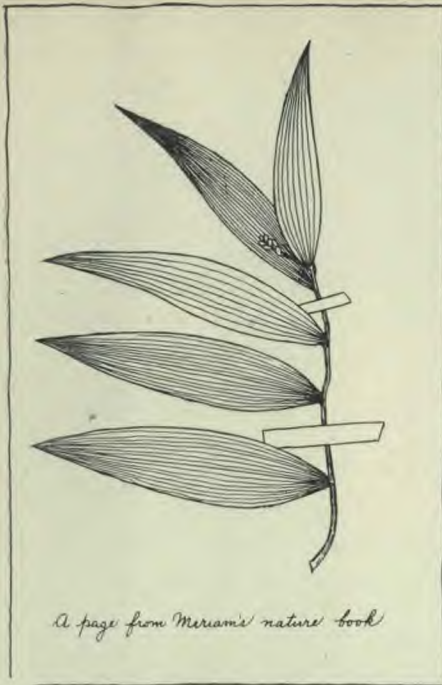
SEPTEMBER

No one can tell another arbitrarily what to do; each must work with the material found in her own locality. Let the season, the age of your child, the time you have at your command, direct you. Have a plan, and follow it systematically. Get the facts from books and from observation. Your work will be wooden and lifeless if you try to follow dictation in a mechanical manner. Be natural, animated, and original, and the children will have a happy, profitable time. You will be surprised to see how much work you will accomplish when once you get the children started to entertain themselves.

First Week

This is a good month in which to study leaves. Go with the children for a walk. Look for parallel-veined leaves — the grass, the lily, the flag, and the corn. Gather specimens of each, and mount them as shown in the diagram. Study the corn. Are the leaves arranged alternately or opposite? Is the margin entire or saw-toothed? Draw and color the leaves you have gathered.

Draw the cornstalk, and color appropriately. What is the office of the yellow dust (pollen) on the top of the corn? We have the father and mother corn in one home. We call the tassel the father; the part with the red or yellow dress is the mother. The pollen falls on every little silken thread, and drops down on the ear or nest, and



the baby grains of corn begin to grow. Soon we have roasting ears. Notice how the roots of the corn send out rootlets for food and water.

Make a sewing card of the lily leaf.

Second Week

Continue leaf study. Get an oak leaf, then see how many other leaves you can find like it. Take a rose and see how many others you can find like it. Is the nasturtium like either of these? How does it differ? Are there any other leaves like it in your woods? Make a collection, mount, and color as before. The simple leaf makes a nice sewing card also.

Third Week

Seeds.— Winter is coming, so mother nature is preparing the seed for next year. Every herb and plant must reproduce after its kind. Let the children gather

seeds of different flowers. Talk of how some seeds are carried by the wind, and some by the birds. The farmer takes care of his melons, squashes, and potatoes, that he may have seed for next year.

Draw and color apples, squashes, cucumbers, blue plums, red plums, etc.

Fourth Week

Review.— Notice how much mother nature has done in preparing for winter. What leaves are putting on their bright colors? What seeds are ripe? Is the wheat threshed in your country? Is any corn gathered?

What spiritual lesson may we learn from nature in the fall? Is it not like the sleep of death, which wakes us in the springtime of the resurrection to a new life?

I received a neat booklet a few weeks ago, from a dear little girl



five years old. Her name and age were plainly written by herself on the cover. The book contained specimens of leaves neatly pressed and mounted. The book was simply common paper neatly folded in

(Concluded on page 27)

The Home School

BY MRS. L. H. WOLFSEN

SOME one has said of a child:—
"Like the new moon thy life appears,
A little strip of silver light,
And widening outward into night
The shadowy disk of future years;
And yet upon its outer rim
A luminous circle, faint and dim
And scarcely visible to us here,
Rounds and completes the perfect sphere."

The rounding and completing of that "perfect sphere" is the deep heart cry of every mother and father.

There is the same desire in the children's minds; for their appeal to those who love them is expressed in the following beautiful words:—

"We are willing, we are ready,
We would learn if *you* would teach.
We have hearts that yearn toward duty,
We have minds alive to beauty,
Souls that any heights can reach.
We shall be what you will make us:
Make us wise and make us good;
Make us strong for time of trial;
Teach us temperance, self-denial,
Patience, kindness, fortitude."

In "Christian Education," page 8, we are told that "parents should be the only teachers of their children until they have reached eight or ten years of age." We are also told, "It is hers [the mother's], with the help of God, to develop in

a human soul the likeness of the divine."

To those who are mothers these are remarkable statements; for if they are true mothers they love their children, and would unhesitatingly give their own lives a sacrifice for theirs. To supply them with the best food and clothing is a great aim, to which the parents bend every energy.

But you say, "Must I also instruct their minds? Must it be my hand that shall open the mysterious gate into the future's undiscovered land? Shall I turn the key that shall open their little minds into the realms of thought and action?"

Then rushes upon you a sense of the many things that you have to do—the cares, annoyances, perplexities, anxieties. You think of the long, weary hours of labor stretching from dark to dark, of the tired nerves that seem never to rest; and you say, "I cannot do it. I must place them under the care of an experienced teacher."

Take heed, mother, before you reach such a decision. Somewhere

The First School

In his wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life,—lessons of respect, obedience, reverence, self-control. The educational influences of the home are a decided power for good or for evil. They are in many respects silent and gradual, but if exerted on the right side, they become a far-reaching power for truth and righteousness. If the child is not instructed aright here, Satan will educate him through agencies of his choosing. How important, then, is the school in the home!
—Mrs. E. G. White.

I found these words: "Children are God's apostles, day by day sent forth to preach of love and hope and peace." Think, then, what you will miss if you do not teach your own,—miss the companionship of God's apostles, miss the message of love and hope and peace which they in their simplicity bring day by day. Think of the priceless opportunities neglected!

The term "God's apostles" applied to children is a very significant one, a very sweet one; for it certainly develops patience to deal with them, and those other virtues that follow in the list,—godliness, brotherly kindness, and charity, a pretty sure passport to the heavenly Canaan.

If the mother will not take hold of her God-given opportunity, she may be in a position to accept the new system of education of Dr. Montessori, of Italy, who takes an entirely different view from Solomon, who said, "Train up a child in the way he should go: and when he is old, he will not depart from it." Instead of teaching, "Children, obey your parents in the Lord," she "lays aside old rules of conduct and looks into the soul of a child, finding there a new sanctity, a sermon, a commandment which reads, 'Thou, father and mother, shalt obey thy children.'" The chief feature of her system is that she relies upon the child's sense of duty to initiate its own method of learning.

It really seems that this system, all unconsciously, has taken too deep root in the hearts of men and women; but it is not God's way of turning the hearts of the children to the fathers, and the fathers to the children.

Did you ever stop to consider the home school that Abraham taught? He was a busy man, with many flocks and a household consisting of at least a thousand souls; yet we read of him, "He commanded his children and his household after him." He recognized that "it was necessary to bind the members of the household together in order to build up a barrier against the idolatry that had become so widespread." If that were true in his day, how doubly true in our time!

Again: we have the case of Eli, a godly priest, a sincere, noble man; but instead of conducting a home school for his children as Abraham did, instead of binding his household together, he treated the matter as of little moment, shrank from the duty because it involved crossing the will of his children. He allowed them to control him. He became subject to his sons; and later when they were placed as priests in the sanctuary, they were wholly unfit for their life work. Failure was the result, and God had to remove them.

It seems to me that these two men, Abraham and Eli, represent the two systems of education by which fathers and mothers are rearing their children today, Abraham representing God's way, and Eli representing the more modern way.

(Concluded next month)

(Concluded from page 25)

the shape of a book and tied with pink zephyr. No doubt it afforded her many happy hours of profitable occupation. I wish some other little girls would make a nature study book.

Aunt Lucy's Letter Finds a Response

DEAR AUNT LUCY: How lovely it was of you to write me just when you did! I say *me*; for although you wrote to the two of us, I have a feeling you meant just *me*. Now do not think I did not share your letter with Rose, for I ran over to her with it just as soon as I finished the buttonholes on Baby's new rompers; but you know, Auntie, somehow Rose never seems to need "sermons" from any one. She just goes about her work as if she loved it better than anything else. It must be easy to work when one always feels so. One day I asked her if she didn't hate being a farmer's daughter and living in a big, old-fashioned house where there was always more work than she could possibly finish. And do you know, she just pinched my ear, and said, "You funny Ruth! Of course I don't hate it; this is my home, and the work has to be done." Now if you can see any reason for loving dish washing, and ironing, and fruit canning just because they have to be done, I wish you would tell me about it.

You ask us to see if we can help Alice Smith. I'd like to help her. But I am not sure I would do it as you mean me to. I know she is discontented, and keeps talking about going away where she can work and have "swell clothes" and go with "swell people;" and I know she's horrid to her mother, and doesn't like the youngsters always tagging along when she goes anywhere. And, Auntie, you know I don't like those things in her. A girl ought to know the difference between "swell clothes" and

really good-looking clothes; and she never has any right to be snubby to her own folks, especially to her mother. I know, too, that Mrs. Smith gives Alice plenty of good, substantial clothes and plenty of everything else she needs; but you really can't blame Alice for sometimes wanting a dress she has herself picked out,—and picked out just because it was pretty. Mrs. Smith never lets Alice select her own clothes, because she says Alice has such "pert taste." I don't say she hasn't; but I believe it would be better if her mother would let her make her own choice once in a while.

You will surely think I have my fighting clothes on today, won't you? Well, I'll be all right as soon as I say a bit more. Please don't think I am complaining. Mother is good to me. She always asks me to help her select my clothes, and the other children's, too; and I don't have to work nearly as much as some of the other girls in our neighborhood; but sometimes I just get to thinking, that's all.

Honestly, Auntie, do you think it would be too much if we girls should have an afternoon, or a part of an afternoon, in the week when we could do just what we like,—write letters, or read, or go to see one another, or something else,—just for ourselves? The hired girls have an afternoon off; and they leave pretty quick if they don't have it, too.

Then another thing: Don't you think we girls would feel better if our mothers would give us a little money once a week, or once a month, to use for ourselves? I don't mean just for ice cream and

candy, but to buy things we really need,—things that our mothers ordinarily buy for us? O, yes, I suppose we would waste some, and maybe we'd be cheated a time or two. But don't you think things would go better? You can just believe I do.

I have just reread your letter, and if you were not just you, I would burn up this answer. Aunt Lucy, why do you put some little verse like that at the end of a letter? Don't you know a body feels mean to complain after he reads, "I am glad that a task to me is given"? Of course you know it; that is why you put it in. And then you go on to say, "Stir the folks up to take a day off and go to the woods"! Auntie, you know I always liked you, and all that, but please don't be cross with me when

I say that I don't believe you ever tried to "stir up" country folk (except for the Fourth, or for the fair), or you would not suggest it in such an easy, offhand way. Aunt Lucy, there's only one way for that to be done, and that is for you to come out here and do it yourself. Won't you come? You know we could gather twenty-five or thirty of the family together, and it would not be hard to get them to take a day off if you were the honor guest. Do come! Can't you? Soon? But take fair warning: If you come, I'll see that you have a good time; but when you do, I am going to ask you so many questions you won't know who you are. Please write soon and "sermon me" if you like. It does me good, even if I do wince under it.

Your loving niece, RUTH.

Chats With Correspondents

Mrs. B. H. W., Oregon.—"I am mother to a child a little past two years old, an energetic boy, and I shall give some of my hopes and fears respecting him. How to recognize and develop the good traits of his character, and recognize the bad ones and effectively train him away from them, is a continual puzzle to me."

And well it may be. It is a puzzle to every mother. But do you not remember that working out puzzles is an interesting occupation? And the most successful puzzle workers are those who are most patient in studying relations and in tracing effects back to their causes. The most helpful thing I can say on this subject is that the best way of *training out* the bad is to *train in* the good.

"I find it a little hard to put into actual practice some of the instruction given by Mr. Trumbull. You see, most mothers are busy, and training our children comes right along with our other duties, and often at most inconvenient times."

Indeed it does. And that is the law

of life. Character building with us all comes in connection with our daily duties, and often at inconvenient times—pounding our thumb, for instance, when we had set out at the beginning of the day to be patient. But how are we to learn patience if there is nothing to try our patience? I am sure Mr. Trumbull had just such conditions in mind when he wrote his "Hints on Child Training;" for he was a practical man, and wrote near the close of a ripe experience. Suppose it is a "little hard" to put his instruction into practice. What if it were a great deal harder? Should you give up trying? Should you expect to find easy the methods that promise such splendid results? It is not so in any other department of life. Men work hard for success, and mothers should not be discouraged if they meet with difficulties in training their children. In the fear of God let us work on cheerfully, hopefully, learning from the experiences of others, profiting by our failures, and trusting the guiding hand of our Father above.

Summer Schools

MOUNT VERNON ACADEMY.—We began our summer school two days after the close of the regular academic year on account of the expectation that we should have an educational convention early in July; and this being the last year of the college work, many desired to take special literary work to prepare for entering other schools for college work. We wished to accommodate the largest possible number of students.

The regular classes of the normal department were conducted, and twenty or more registered as regular students in this department. Besides these, perhaps fifteen carried on work as students who were particularly interested in correcting their credits with some other school course.

The summer school has become a regular part of Mount Vernon Academy, and we hope to do more and better work as the church school work of the Columbia Union advances. **E. G. SALISBURY.**

SOUTH LANCASTER ACADEMY.—An interesting and profitable institute for the church-school teachers of the Atlantic Union was held at South Lancaster, July 8-28, with Mrs. H. E. Osborne in charge. Elder and Mrs. S. N. Haskell and Elder O. F. Butcher assisted in Bible study, while Elder R. D. Quinn and Prof. B. F. Machlan gave valuable instruction in general lines. The work in methods, including manual training, was conducted by Mrs. Osborne, Miss Madge Moore, and Miss Shirley Wade. One church-school teacher who has been in the field two years, declared she had received as much help in the three weeks of the institute as in a whole year of normal work before teaching.

WALLA WALLA COLLEGE.—The North Pacific Union Conference Summer School was held at Walla Walla College from May 25 to July 13. The enrollment was small, being only forty-six; but each one present came with a determination to do faithful work.

Prof. W. E. Howell was a welcome guest for several days. His instruction during the chapel periods was greatly appreciated. Miss Della Burroway gave us a most instructive and heartfelt talk on India. The union and local conference educational officers were present for

a part of the term, and helped in locating the teachers for the coming year.

The results of the summer school we leave with our Heavenly Father, trusting that its influence for good may be felt in the church schools of the Northwest during the years to come. **B. B. DAVIS.**

EMMANUEL MISSIONARY COLLEGE.—Our summer school closed with an enrollment of seventy-four. The results were gratifying in many respects. In connection with the normal work, we conducted a model training school, where sixteen children were in attendance. This gave excellent opportunity for the prospective teachers to observe the work of an experienced teacher. The students did good, solid work; and better still, the Spirit of the Lord was at work, and the last Sabbath of the session five were baptized. Some who were not Adventists had come to the summer school. We are thankful for these results, because we realize that, after all, the test of spirituality is the most fundamental and searching test that our schools must meet. **O. J. GRAF.**

UNION COLLEGE.—At the annual session of the college board in January, 1914, it was voted that the college should institute, as a permanent policy, the holding of a summer school of eight weeks. The school was accordingly held from June 23 to August 18, with an enrollment of eighty-one, a large proportion of whom were normal students. Among the instructors may be noted Miss Sarah Peck, for seven years normal director of the college; Prof. M. P. Robison, her successor; Prof. J. A. L. Derby, recently elected to the chair of science; and Miss Rose Herr, supervising teacher from Walla Walla College; besides Professor Lacey and Professor Taylor in their respective departments. Earnest, faithful work was done in every line, which is sure to bear its fruit in increased efficiency the coming year. **A. B. C.**

PACIFIC UNION COLLEGE.—Our summer school is progressing well at the present time. This is the first time that we have attempted to hold one, and perhaps the results are as good as we could expect. I think we have enrolled about forty-five in the school, nearly all of whom are taking normal work. **C. W. IRWIN.**

Summer school eight weeks next year

Educational Notes

PRINCIPAL LAMSON, of Cedar Lake Academy, holds that when we enter into church fellowship, we become our brother's keeper, and that therefore we are personally responsible for a part in seeing that every child in the church is receiving a proper education. Is he right?

Superintendent Williams, of West Michigan, is endeavoring to place all her teachers early, so as to let other conferences that are short have "one, two, or three" teachers, if they can be spared. The spirit of remembering others' needs always helps our own work.

President Guthrie, of East Michigan, reports that their effort to clear Adelphean Academy of debt "gives evidence of being what the people want. Up to this time [August 12] a little more than \$1,500 in cash and pledges has been received." Principal Steen writes that "the prospects for a large attendance next year are reported to be very good."

Secretary Russell introduced into the Lake Union Conference the following recommendation, which has since been indorsed by the local conferences: "That we recognize as the standard of scholarship for church-school teachers, at least a twelfth-grade education, and that we earnestly endeavor to provide teachers for all our schools who measure up to this standard."

The students of Emmanuel Missionary College who are canvassing this summer are maintaining a "Monday Morning Prayer Hour." One item among eight definite things they pray for is: "As students of Emmanuel Missionary College, that we may lend all our energies to helping lift the debt on our college, and that this prove such a blessing to us and the cause that we shall desire to continue to help in relieving our denomination of its many burdens." Up to August 12, \$582.04 in cash had been received on the college debt fund, and at the last chapel exercise of the summer school, \$154 and six weeks' work in addition were pledged.

Principal White, of Strode Academy, writes that until they have a better equipment and larger enrollment in the eleventh and twelfth grades, they are alternating physics and chemistry. Physics comes this year with a class of about twenty, and chemistry next year with about the same number.

Superintendent House, of Nebraska, commends this magazine to his readers in these words: "A sample copy of our splendid educational journal has been sent out to the church elders. Every father and mother should take the magazine CHRISTIAN EDUCATION, and become acquainted with the best methods of training the children." We take this to be a sample of what he talks and acts upon throughout the field.

While North Dakota is trying out the experiment of making a course in Bible an elective in its high schools, to command equal credit with other subjects, the Los Angeles Board of Education has rejected a proposition to introduce a course of Bible reading to serve as a foundation for English literature and historical work. The ground of its action is that it "would simply result in dividing the schools into factions," and would "start a bitter sectarian warfare."

Teach Home Making

A PLEA for teaching home making in colleges, high schools, and elementary schools, and a promise of government support in every effort to introduce such a course, brought hearty applause from those who heard Philander P. Claxton, United States Commissioner of Education, address the annual convention of the American Home Economics Association at the College for Women of Western Reserve University, on July 1.

A New Publication

Volume I, Number 1, of a new publication entitled *The Southwestern Student*, has come to our desk. It is published by "The Student Council of Keene Academy," which we understand to be a graduate student body, or at least made up of former students. This first number contains twenty-six pages of type, besides twelve pages of neat illustrations, representing the various activities and facilities of Keene Academy. Its evident purpose is to build up the attendance and strength of that school. It has long been our belief that students can do much of a substantial character for the uplift of the school whose benefits they have enjoyed. Our libraries and laboratories can stand much help of this kind. It assists also in blending the interests of school and field.

Christian Education

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

WASHINGTON, D. C., SEPTEMBER, 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.

Stone-Millis Arithmetics

THIS series of arithmetics is receiving considerable favorable comment among our teachers. It is published in both a two-book and a three-book series, the former seemingly having the preference. Some of our academies are trying them out this year. Their authors are John C. Stone, of the State normal at Montclair, N. J., and James F. Millis, of the Francis W. Parker School of Chicago. Any of our teachers who wish to examine these arithmetics will receive courteous treatment from the publishers, Benj. H. Sanborn & Co., Boston, New York, Chicago.

Battle Creek College Association

THE picture of former Battle Creek College teachers and students printed in the last number of CHRISTIAN EDUCATION is published by the Battle Creek College Association. This picture contains one hundred and fourteen faces, with names and numbers on the back for identification. It will be sent free to all members of the association. Former teachers and students may become members by sending the membership fee of fifty cents to the secretary, together with their permanent address, their occupation, the years they attended the college, and the course from which they were graduated, if they finished a course. They will also receive a booklet containing reports of the reunion at the General Conference and addresses of the members and of two hundred and fifty former teachers and students present at the reunion. The picture is ten by twelve inches, on heavy gray photo mount. It will also be sent, with a copy of the booklet, to those who are not members of the association, for fifty cents. Address the writer at Takoma Park, Washington, D. C.

C. C. LEWIS, *Secretary.*

(Concluded from page 22)

8. What two powerful influences have hindered advancement along these lines?

NOTE.—Teachers are strongly advised to read from Smith's "Teaching of Elementary Mathematics," obtainable in most libraries, on the topics studied. Read the opening paragraph on "Importance of Aim," and the discussion of what topics should be omitted.

EDUCATIONAL BULLETINS

No. 1. Teachers' Reading Course, First Year, 24 pages	\$.05
Based on "Education" and "Waymarks for Teachers."	
No. 2. Blackboard Suggestions for Oral Bible, 12 pages	.03
With illustrations and directions for drawing.	
No. 3. Elementary Woodwork, 12 pages	.03
With drawn models and directions for work.	
No. 4. Construction Work in the Elementary School, 16 pages	.04
With drawings, directions, and weekly assignments.	
No. 5. Language in the Primary Grades, 10 pages	.02
With suggestions, drills, and pupil drawings.	
No. 6. Outline Lessons in Prophetic History, 48 pages	.15
Covers Daniel and Revelation for the eighth grade.	
No. 7. Teachers' Reading Course, Second Year, 20 pages	.05
Based on "Special Method in Reading" and "Mistakes in Teaching."	
No. 8. Lessons in Drawing, 28 pages	.07
Directions for work by months, and occupation period by weeks, illustrated.	
No. 9. Outline in Geography, 16 pages	.04
Based on Morton's Geography and General Conference organization.	
No. 10. Educational Council (1913), 16 pages	.05
Report of Council at the General Conference.	
No. 11. Teachers' Reading Course, Third Year, 20 pages	.05
Based on "Counsels to Teachers" and "School Management and Methods."	
No. 12. Primary Bible Nature (in press)

Order from

DEPARTMENT OF EDUCATION, S. D. A.
 Takoma Park, Washington, D. C.

UNION COLLEGE



“The Student’s Desire”
“Recognized Everywhere”

Harvey A. Morrison, President
College View, Nebraska