

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. VI

October, 1914

No. 2

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# Selling the Journal

**N**OT long ago we sent out a letter to our superintendents and teachers recommending the plan of selling single copies of this journal to our own people in the vicinity of the church school, as well as in churches where there is no school, enlisting pupils and young people in the effort. Already responses are coming in, like these:

Your letter and the letters for the teachers were received. I assure you that I shall do what I can for the journal.

ALICE MINA MANN.

Thanks for the letters to teachers. I shall see that they are distributed. I am very much interested in the circulation of the educational journal, and quite agree with you that education is fundamental to all other lines of work.

MRS. G. F. WATSON.

I wish to thank you for the letters which you have sent to me for our church-school teachers in regard to the magazine CHRISTIAN EDUCATION. Just as soon as our church schools are all in working order, I shall send these letters out to the teachers and urge them to help us in placing this good magazine in the homes of our people.

B. L. HOUSE.

Prof. M. E. Cady, a veteran worker for this magazine, writes that in the Pacific Union Conference the first week in November has been set apart for an "extra effort" by all the teachers to place "Councils to Teachers" and the journal CHRISTIAN EDUCATION in the homes of our people.

Prof. C. L. Stone is planning a thorough campaign in the Columbia Union Conference.

Yearly subscriptions should be secured as far as possible one dollar a year, or five subscriptions for three dollars in one order to one address, or various combinations with premiums shown on another page. Then follow up the work by selling single copies each month to others, to help replenish the missionary and library funds, and—

**KEEP THE EDUCATIONAL LEAVEN AT WORK**



*Courtesy U. S. Bureau of Education*

PESTALOZZI MONUMENT AT YVERDON

A picture of this monument hangs on the wall of every  
schoolroom in Switzerland

# CHRISTIAN EDUCATION

Vol. VI

Washington, D. C., October, 1914

No. 2

## Elements of Success in Swiss Schools

[About two years ago the United States Commissioner of Education sent Mr. W. K. Tate to Switzerland to study the adaptation of schools to their communities in some of the Swiss cantons. His report, issued as a bulletin of the Bureau of Education, is very inspirational reading. After stating that he not only found the picture of Pestalozzi in every schoolroom, but in most instances discerned also his spirit of love for children, Mr. Tate describes his observations and impressions as given in the following article taken from his report.—Ed.]

I SOON found that the word teacher has few terrors to the child in Bern. I arrived in the city during the last week of the fall vacation. For four days I did not have an opportunity to visit the schools, and I spent the time exploring the city and endeavoring to get a clearer idea of the life of the people. The children were everywhere. I talked with them and watched them at their play. I soon discovered that any timidity which they might have had in the presence of a stranger and foreigner was dissipated when I told them that I was a "teacher from America." With this introduction, they immediately took me into their confidence.

### Relation of Teacher and Pupils

In the schools themselves I found nothing of the military strictness which prevails in some parts of Europe. The first primary school which I visited had perhaps twenty-five teachers and eight hundred

pupils. When the bell rang, there was no forming of lines or marching through the halls. The pupils simply went into the buildings in a body, passed through the corridors and up the stairs to their classrooms. The teacher was already in the room, and as the pupils entered, one and all passed by his desk and gave him a cordial greeting and a handshake. All through the day there was a simplicity and sincerity about their relations which was refreshing. When the pupils passed out at the close of the day, they again shook the teacher's hand as they bade him good-by, and extended the same cordiality to the visitor who happened to be present. On the playground or on the street the same cordial deference was exhibited.

While I met a few cross teachers who were evident misfits, the teacher's manner toward the pupils in the classroom usually gave evidence of a sincere love of children and an understanding of child nature. This one characteristic of the Swiss schools would be sufficient to explain most of the excellencies which I observed. It is the fundamental element in all good teaching. There are a number of causes which produce this happy state of affairs:—

1. *Teaching a life work.* The

teachers of Switzerland have all deliberately chosen teaching as a life work. They have no ambition except to succeed in their chosen profession. There is no divided personality, part doing the task of the day and part looking away from that duty to some other profession or occupation for which they are using teaching as a stepping-stone. Each has gone through a period of definite special preparation for the task in hand.

2. *Love for children.* The ideal of love for children as the first qualification has been placed vividly before prospective teachers in educational literature and in the teacher-training courses of the nation. The following extract taken from an article entitled "Pedagogical Tendencies," in the Yearbook of 1908, is characteristic:—

"But I ask myself, Do you really love the children? . . . You do for them everything which you are able, you have the best wishes for each of them; but is that love? . . . Love? The word resounds in my soul with a hollow clang. I should like once to feel this indescribable, inexhaustible glow." So speaks Fleming in Otto Ernst's "Flachsmann, the Teacher," and then as he raises his hands toward the picture of Pestalozzi, he continues: "He, the great, the inspired Pestalozzi, could do that. His thought was crude and strange, his speech was confused, but out of the darkness of his thinking sings the nightingale of love, sweet, full, and inexhaustible. As long as I am schoolmaster, I shall strive to find the secret way which leads to this great love."

The pedagogy and child study which I found in the normal schools was not the pedagogy of dissection, but it assumed that the

best and fullest knowledge of child nature is obtained when a whole teacher enters into friendly, sympathetic relations with a whole child.

3. *Long tenure of position.* The shortest period for which a teacher is elected in a canton visited is four years. In many cantons he is elected for life, subject to recall on a popular referendum. It is no uncommon thing for a teacher to spend his life in one community. The fact of the long tenure of position enables him to become well acquainted with all the parents and to establish friendly relations with the children. He is also a citizen of the community for the whole year, and, especially in the country villages, enters into the social life of the parents and children.

4. *Teacher promoted with class.* Even in the city schools a teacher remains with one grade at least two or three years, being promoted each year with his class. After this period he again returns to the lower grade and brings up another section. The advantages of such a procedure are apparent. As one teacher expressed it, "This enables us to *educate* the child and not merely to *instruct* him."

5. *Excursions and play.* The teacher frequently takes part in the recreational life of the children. It is the universal custom among the teachers of Switzerland to accompany their classes on all sorts of picnics and excursions. One frequently meets a teacher and her class visiting the Parliament House or museums in Bern or studying monuments of the city. They visit the playgrounds and

make mountain excursions together. Often I have met them on these walks, singing together the folk songs they had learned in school.

6. *Oral instruction; little home work.* The method of instruction itself is calculated to establish close personal relations. Much of it is oral. It is rare to see a Swiss teacher with a book in his hand. The subject under discussion is developed by oral presentation and conversation between teacher and pupils. The children learn to study by studying with the teacher. The work is largely done in the classroom itself, and one sees little of the taskmaster who assigns work at school to be done at home and recited next day, a method which from its very nature causes a men-

tal estrangement between teacher and pupil.

7. *National consideration for children.* The attitude of the Swiss people is that of consideration for childhood. The physical as well as the mental needs of the child are considered. If a child comes to school hungry, his breakfast is frequently supplemented. If he lacks clothing, there is a method by which this may be obtained. Medical inspection, a free dental clinic, and free spectacles are common provisions of the school board. Through this welfare work many of the difficulties of school management are obviated, and the way is left clear for the establishment of cordial personal relations between teacher and pupil.

## How I Use the Bible in the Teaching of English No. 2

BY M. E. OLSEN, WASHINGTON MISSIONARY COLLEGE

[Previous article: The Bible contains the seed principles that enter into all the activities of life. With these principles expressed in "words of truth" and in "words of delight," the Bible is especially helpful in getting students into a right frame of mind to approach the study of how to express their thoughts in language. The peculiar beauty and strength of its narratives afford an excellent starting point and working basis for studying the most fundamental of literary forms.—Ed.]

### Description

IN taking up the subject of description one naturally recurs first to the descriptive touches which are to be found in the Bible narratives already studied. By so doing the fact is brought out that description seldom occurs except in combination with other forms of

speech, and that it is intended to give the setting for the story. The unobtrusive but effective way in which the reader is made to see the waving fields of barley and the merry reapers in Ruth, while in Esther he is confronted with the pomp and luxury of an Oriental court, is well worth studying. Eleazar's journey to Mesopotamia in quest of a wife for Isaac, Jacob's flight to the same country, and, in fact, all the Bible stories, including the parables of Christ, are instinct with descriptive beauty of the restrained kind, where a well-chosen adjective, a vivid verb, or a short incisive phrase takes the place of the more extensive scene painting

found in many modern narratives.

But the Bible also affords examples of the more elaborate description, as in the last two chapters of the Revelation. Here we see exemplified the essential principles of good description. The writer has a distinct point of view, which does not shift. He takes up the larger effects first, as they would naturally meet the eye, and he carefully omits the trivial and unessential things. Moreover, the vocabulary, though simple, gives the impression of being perfectly adequate, and the beauty of the phraseology, best brought out by reading aloud, is such that it can be properly compared with exquisite music.

These chapters are mentioned as examples of the more detailed description, but all the visions in the book of Revelation are deserving of careful literary study. Isaiah and Ezekiel are likewise rich in examples, as are also all the minor prophets. And where can we find, out of the Bible, such a passage as this from Daniel: —

“And many of them that sleep in the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt. And they that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever.”

#### Exposition

The examples of exposition found in the Bible are especially interesting as showing how concrete and attractive an exposition may be made without in the least detracting from its effectiveness. Take the first psalm. It is a re-

markably complete setting forth of the career of the good man. Yet concreteness rules at every step, the very heart of the psalm being in the words, “He shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season.” Moreover, how completely the ungodly are characterized when they are compared with the chaff which the wind driveth away.

Of a similar character is the setting forth of wisdom in Job: —

“Where shall wisdom be found? and where is the place of understanding? Man knoweth not the price thereof; neither is it found in the land of the living. The depth saith, It is not in me: and the sea saith, It is not with me. It cannot be gotten for gold, neither shall silver be weighed for the price thereof. It cannot be valued with the gold of Ophir, with the precious onyx, or the sapphire. The gold and the crystal cannot equal it: and the exchange of it shall not be for jewels of fine gold. No mention shall be made of coral, or of pearls: for the price of wisdom is above rubies.”

Hardly less concrete and poetic in its setting is the beautiful Sermon on the Mount, and, in fact, all the public addresses of our Saviour.

Of course the Bible contains other expository matter of a less literary character, as the instruction for building the tabernacle, the regulations concerning sacrifices, etc.; but expositions that remind us of poetry in their simplicity and beauty may be said to be characteristic. Sometimes it is well to bring this fact home to

one's pupils by assigning an essay on the subject of "Love," then reading in the class a few of the essays handed in and comparing them with the essay which forms the thirteenth chapter of First Corinthians. Another way to benefit by these fine models is to allow pupils to use one of them as a framework for an essay, expressing their own thoughts, which are to be arranged in about the same order and, as far as possible, with the same sentence structure as in the model.

#### Argumentation

The argumentation to be found in the Bible is also marked by concreteness. Among modern speakers, only Abraham Lincoln begins to use so many concrete words in his addresses, and he may be said to have been brought up on the Bible. Much of the argumentation contains exposition, and the students will enjoy picking out the passages that tend in that direction.

One typical form of argumenta-

tion in the Bible is the narrative told for the purpose of persuading. It was employed by Stephen in the great speech which cost him his life; Peter adopts it in defending himself before the brethren in Jerusalem for having eaten and drunk with Gentiles; and Paul resorts to it again and again. It is interesting to ask a class why the leaders brought before us in the Bible used this form of argument. The answers will often show careful thinking.

The figures of the Bible are so numerous and varied in character that the teacher has only to let the class hunt them up and bring them in. The recitation hours devoted to a consideration of these gems of thought are sure to be seasons of great profit and enjoyment. And if examples drawn from other sources are considered at the same time, the superior point and brilliancy of the Bible figures will be manifest to every member of the class.

Next article: "Use of the Bible in Teaching Literature"

### BIBLE STYLE AND CONTENT

In its wide range of style and subjects, the Bible has something to interest every mind and appeal to every heart. In its pages are found history the most ancient; biography the truest to life; principles of government for the control of the state, for the regulation of the household,—principles that human wisdom has never equaled. It contains philosophy the most profound, poetry the sweetest and the most sublime, the most impassioned and the most pathetic. Immeasurably superior in value to the productions of any human author are the Bible writings.—*Education.*

# A Home for the Teacher

BY MRS. C. C. LEWIS

EVERY parent who has children to educate is anxious to improve the church school. How shall this be done?

To do the best work a teacher must feel at home, be contented and comfortable. How many teachers enjoy these conditions?

Often the school has a history of having a new teacher every year. The teacher perhaps boards in a home quite remote from her work. She must share the family sitting room, after a day of wearing toil. She must spend the evening with the family with no opportunity to relax or read for her own enjoyment and improvement. Her bare room is often cold, and devoid of that "homy" feeling that every one longs for after the work of the day is over. Even these conditions may vary considerably during the year by frequent changes.

Communities have long recognized the importance and the justice of giving the minister a home, and so they have built parsonages close to their churches. If this is an advantage for the man who speaks to the people once a week, would it not yield even greater benefits to the teacher who works hard for the children all the week?

Is it not a practical subject to think about, that of making a permanent home for the teacher? If the teacher is single, it would be easy to find a young person to live with the teacher and go to school. Or the Bible worker in the town might be glad for a home with the teacher. If the teacher has a family, every one can see that a permanent home would be a great ad-

vantage. This is not a new idea at all. It has long been the custom in Germany and Holland. Think of the advantages. First, it would encourage the teacher to remain longer in the same school. It would be an inducement to enlist for life in the church school work. When the day's duties are finished, the teacher could retire to his little haven of rest, where, with his birds or his books, his garden or his chickens, he could relax, and have his own sweet will in his own home. "Be it ever so humble, there is no place like home," is a truth as dear to the heart of the church-school teacher as it was to John Howard Payne.

In the kitchen of this home the domestic science class could find a laboratory. In Los Angeles, Cal., a certain school maintains a small home in which some of the teachers board. The work of this home is done by the class in domestic science. The cooking is done by the cooking class. The housekeeping, including sweeping, dusting, and bed making, is all done by the class studying that work.

What an excellent opportunity for school gardening such an arrangement would afford. The teacher, having a permanent home, could start his plants early, conduct experiments in the study of soils, of drainage, and all the simple elements of agriculture. It would also make it possible to care for the crop during the summer. Can you think of any investment that would give more permanency to the church school and greater efficiency to the teaching force?

# EDITORIALS

## Training Secondary Teachers

ONE matter of importance to which our colleges should be giving attention is the training of teachers for our intermediate schools and academies. In the organized work of the normal department, the eight grades are covered, but the training of teachers for the ninth and tenth grades especially is growing in importance. All our forty-six academies and seminaries carry these grades, and the number of ten-grade day schools is steadily increasing.

The standard of general education in our normal course is twelve grades. Among the students in the normal department will be found those who are better suited to the grammar grades and beyond than to the more elementary work. These should have opportunity to continue their training through at least the work of the ninth and tenth grades. As it is and has been, most of our new teachers in those grades start in as a certain man drew a bow on the king of Israel—"at a venture." The man succeeded in putting the king out of action, for he wounded him; but there is more at stake in a schoolroom venture, and the adventurer should be put on vantage ground.

The offering of such training in our colleges would doubtless result in attracting more young men to the normal department. This is desirable. Some who have had drawings that way have held aloof

because of not wishing to take the primary training. While there are young men who can make a success in the primary grades, and who should be encouraged to do it, yet in other cases it is clear that better service can be given to older pupils. Such could begin their training at the fourth grade and continue it through the ninth and tenth in lieu of the first three.

In such training emphasis could be laid on mastery of subject matter and on practice teaching. Other teachers could assist the normal director by supervising the practice teaching in the proper grades. Various ways in which this training is done in one school in Pittsburgh are noticed on page 44 of this issue.

### The Swiss Plan

IF we had undertaken to enumerate the cardinal points of success in the elementary school, as regards the relation of teacher and pupils, we could not have done it so well as Mr. Tate has in our first article this month, but we should have included every one that he has mentioned. They embody both good Christianity and good pedagogy. We are glad he placed at the head of the list the choice of teaching as a life work. Nothing short of such choice will make a first-rate teacher or a first-rate school. But the motive must be love for children and for what can be made of them. Given the love

of these two things, with natural and cordial relations between teacher and pupils, and with the spirit of the Master Teacher actuating and directing, all the rest will follow.

Lest the points in Mr. Tate's article may not be caught by all, we summarize them here:—

1. Teaching a life work
2. Love for children
3. Long tenure of position
4. Teacher promoted with class
5. Excursions and play
6. Oral instruction; little home work
7. National consideration for children

We commend these principles and practices to our educators for careful study.

### Hand and Mind

WITH this issue we begin a series of five articles on "Manu-mental Training," woodwork in particular, by W. B. Taylor, of Lodi Academy. The only apology we make for the title—meaning *hand-mind* training—is that it well represents the spirit of the articles themselves, as is shown clearly from the opening paragraphs in this first one. Concerning the term manumental, a writer on pedagogical subjects says:—

The term manumental is used in order to emphasize the fact that the real function of the manual training furnished by other than special-trade schools must be primarily *educative*. The purpose is not merely to train the hand to work skillfully, important as that is, but to reach the mind through the training of the hand as an instrument of acquisition and of expression. Under it are included all forms of school work with ma-

terials of any kind, kindergarten occupations, drawing, modeling, sewing and cooking, work in wood and metal, and school gardening.

Such work as printing, agriculture, and broom making may be included with equal propriety, as these also require equal application of hand and mind. Our school work may thus be thought of as having three phases—spiritual, mental, and manumental.

It has been our privilege to visit the workshop of Mr. Taylor at Lodi. For good order, cleanliness, and thoroughness we have not seen its superior in any of our schools. These three conditions are indispensable in making hand work really educative. There is a natural tendency to be careless about a workroom. In the Lodi shop the boys and girls are introduced the first day to a room with benches, tools, and supplies in good order, and the floor swept like that of a living room. On leaving the shop each day, every boy and girl is required to leave things as they were found. No piece of work is "passed" until it has been brought to such state of perfection as the age and experience of the student may reasonably justify. No defect owing to the unskillful use of tools may be covered up, no flaw due to carelessness may be varnished over.

By the courtesy of Mr. Taylor we brought home and have on our desk a bill or envelope holder made of a cigar box, with a base of lighter colored wood from an old bedstead; also a handmade baton of walnut, the first work of an eighth-grade student. There is a moral and economic lesson to be

learned from gathering up the fragments of good wood and turning them into things of beauty and utility.

Who can say that the disciplinary and economic value of such training as is represented in this series of articles, is any less than that obtained in grammar and general history?

### **Blend the Home and the School Interests**

TRUE education is not a thing of books alone. It must do for the hand and the heart as much as it does for the head. It ought to put something into the pocket while it is taking something out. Its immediate benefits should be as readily seen in the home as in the schoolroom. In the practical things of life we find as much use for the hand and the heart as for the head. Why, then, should they not have equal attention in the aim of education to round out and direct all the natural powers?

The more fully educational effort can keep in touch with the things of daily experience, the more concrete and usable will be its fruits. This is equivalent to saying that the closer the relation of school life to home life, the more fully will each realize the immediate and lasting benefit sought for. We make only a temporary sojourn in school; we live in a home of some kind all our lives. We believe that historically the home came before the school, and that in social importance it still comes before the school. From this viewpoint, the school is an annex to the home, and should be so conducted as to serve the highest in-

terests of the home in every way.

This is especially true of the elementary school, or church school, lying as it does in close range of the homes that patronize it, though in principle it applies to the academy and the college as well. In order to benefit the home most, the school should benefit every individual in the home. The means of doing this is found in the pupils that shuttle back and forth daily between the home and the school. It is easy for these pupils to fall into the habit of thinking that school is one thing and home is another, that the book tools used in the schoolroom bear no relation to garden tools or kitchen utensils used at home. Perhaps no one is more responsible for this way of thinking by pupils than is the teacher who fails to see and make the connection for them, or the parent who sees in book labor the chief end of sending Johnny and Mary to school.

These are some of the underlying reasons why we see an important principle in the giving of school credit for home work. It keeps before parent, pupil, and teacher, in concrete form, the idea that one chief end of the school is to help the home, and to help it through the medium of its own inmates. Properly regulated, it cultivates in pupils the spirit of helpfulness, honesty, thrift, perseverance, and other moral qualities that are of much value in character building. It cooperates with parents in training the hands to skill and usefulness, rather than letting them be occupied in mere pastime and mischief. It gives added facilities to the school for hand and

heart training, and helps the home to gain immediate and daily benefits from the school. It gives pupils an incentive to do common things well. It is natural, and sensible.

Some definite ways in which the plan of giving school credit for home work is being carried out already, are given in the Normal department of this issue. While we have no interest in giving prizes or holidays as a "reward of merit" for this kind of work, it is worthy of recognition either by allowing it to affect the general average of a pupil's standing, or by blending it with his standing in manual training, or by making it a separate item of credit on the monthly report. We incline to having it affect the general average; for is it not real education, and a real test of pupil efficiency?

### Teachers' Manuals

It is well known to our teachers that the edition of the old church school manual is exhausted, and that a new set of manuals is being developed by subject. Seven of these are in process, and three of them will be on the market by the time this number of the journal is off the press. These manuals are not intended to be merely enlarged syllabi or naked courses of study. These can be developed in time; in fact, are virtually included in the present manuals. Our teachers need material and methods as well as general outlines. These manuals do not therefore follow a rigid, cut and dried plan, but allow sufficient scope for each author to develop what in his judgment and experience will help the teacher most. Writers of recognized ability, each

in his special line, have been chosen, and that a diversity of talent is employed may be seen from the list of manuals and authors:—

Cardboard Construction, Correlating Lessons in Household Economy, by Grace O'Neil Robison.

Primary Reading, by Katherine B. Hale.

Bible History, by Alma E. McKibbin.

Arithmetic, by Mrs. H. E. Osborne.

Sewing, by Rubie Owen.

Drawing, by Delpha S. Miller.

Nature Study, by G. F. Wolfkill in counsel with M. E. Cady.

The first three of these are ready. Samples of the first, the first one off the press, are given in the Normal department of this number. It is the largest of all so far, as it was found necessary to give considerable instruction also to get anything like uniform results. "Cardboard Construction" retails at 50 cents; "Primary Reading" at 35 cents and "Bible History" at 30 cents.

### Training Secondary Teachers

In a recent *School Review*, the leading article deals with the training of teachers for secondary schools, especially as now carried on in the School of Education in the University of Pittsburgh. Observation and practise begin with the junior year of the college and command one fourth of the credits in that and the senior year. Students are apprenticed to secondary schools near by as assistants to selected teachers of the subject the student is pursuing in the college. At first these apprentices coach backward children, criticize written work, prepare blackboard work, conduct written lessons, assist in the laboratory, etc. Later they give actual class instruction. By another plan, they teach regularly one to three periods in seventh- and eighth-grade classes. Some act as substitute teachers in case the regular teacher is ill or absent. No person is retained in the School of Education who for any reason has mistaken his calling.

# THE MINISTRY

## The Ministerial Reading Course

Book: "The Monuments and the Old Testament"

Reading for October: Chapters I-VIII

AIM OF THE AUTHOR.—To provide material for readers and students of the Bible and ancient history who are not able to read the inscriptions on the monuments, or to make practical use of the larger technical works.

AUTHOR.—Professor of Semitic languages and literatures in the University of Chicago. Familiar with the original texts of the cuneiform inscriptions. Hopes that his book may be "a right-hand helper in the study of the Old Testament," that it may "cast a new halo about the heads of the prophets," and that it may "present unimpeachable argument for the historicity [historic authenticity] of much of the Old Testament revelation."

BOOK.—Fifth edition, corrected throughout, most notable new discovery up to 1907 added in the appendix. Used in several theological seminaries and Bible classes.

### Notes for the Reader

(Contributed by Prof. M. E. Kern)

IMPORTANCE OF THIS STUDY.—"Lux ex oriente" is the inscription on the foundation stone of the Haskell Oriental Museum. Truly in these days of doubt and skepticism God has caused to shine "Light out of the Orient," to substantiate his Word in the minds of men, and to illuminate and make plain the old new Book, to seekers after truth. Only a few years ago we had very little knowledge of world history prior to Greece and Rome, outside of the Old Testament. Now we have what scholarship demands, — contemporaneous original sources.

"The resurrection of ancient cities, and the decipherment and interpretation of that which has been unearthed, has enabled us not only to reconstruct ancient history, as well as the background for the Old Testament, but to illustrate, elucidate, substantiate, and corroborate many of the narratives of the early Scriptures. *This, in truth, is one of the greatest achievements of the last century.*"—"Light on the Old Testament From Babel," A. T. Clay, page 2.

GOD'S ANSWER TO CRITICISM.—The dire results of destructive criticism are seen everywhere. Aside from what may be termed the "internal evidence" of the truth of the Scriptures, Biblical archeology is God's answer to this insidious attack upon his Word. Dr. Melvin G. Kyle, a leading archeologist, says concerning the contribution of archeology to this controversy:—

"The Bible narrative plainly interpreted at its face value is everywhere being sustained, while, of the great critical theories proposing to take Scripture recording events of that age at other than the face value, as the illiteracy of early western Semitic people, the rude nomadic barbarity of Palestine and the desert in the patriarchal age, the patriarchs not individuals but personifications, the desert 'Egypt,' the gradual invasion of Palestine, the naturalistic origin of Israel's religion, the inconsequence of Moses as a lawgiver, the late authorship of the Pentateuch, and a dozen others, not a single one is being definitely supported by the results of archeological research. . . . The recent testimony of archeology to Scripture, like all such testimony that has gone before, is definitely and uniformly favorable to the Scriptures at their face value, and not to the Scriptures as reconstructed by criticism."—"The Fundamentals," Vol. II, page 44.

CHRONOLOGY.—Several references are made in this month's assignment to ancient dates which seem incredible to those who have always used Usher's chronology. As the author says, this sys-

tem of chronology has been proved defective in many places. One example will suffice. Usher gives the date of the eighth chapter of Daniel as 553 B. C., and of chapter nine as 538 B. C. I remember thinking when a boy how strange that God should wait fifteen years to finish explaining to Daniel the vision of the 2300 days. As a matter of fact, these visions may have been only a few months or even weeks apart, as the third year of Belshazzar was the last year of Babylonian rule, which was followed immediately by the first year of Darius. As the author advises, "Let us hold the chronological problem in abeyance for larger and more definite information." The tendency of this more definite information as it comes is to shorten these ancient dates. Breasted in his "History of the Ancient Egyptians," says:—

"The extremely high dates for the beginning of the dynasties current in some histories are inherited from an older generation of Egyptologists; and are based upon the chronology of Manetho, a late, careless, and uncritical compilation, the dynastic totals of which can be proved wrong from the *contemporary monuments* in the vast majority of cases, where such monuments have survived. Its dynastic totals are so absurdly high throughout that they are not worthy of a moment's credence, being often nearly or quite double the maximum drawn from *contemporary monuments*, and they will not stand the slightest careful criticism. Their accuracy is now maintained only by a small and constantly decreasing number of modern scholars."

In the very nature of the case, the chronological problem is a difficult one, and will be one of the last to be solved, because it stretches over the whole field. Let us not be disturbed, nor discredit the results of archeological research, because some archeologists are so impressed with the splendor of ancient civilization that they are inclined to use very high dates for these early periods. The general assent to the theory of evolution is largely responsible for this inclination, but the assured results of research are driving scholars, doubtless in many cases against their wills, to adopt lower dates.

THE TOWER OF BABEL.—"Mr. George Smith discovered some broken fragments of a cuneiform text which evidently related to the building of the tower of Babel. It tells us how certain men had 'turned against the father of all the gods,' and how the thoughts of their leader's heart 'were evil.' At Babylon they

essayed to build 'a mound' or hill-like tower, but the winds blew down their work, and Anu 'confounded great and small on the mound,' as well as their 'speech,' and 'made strange their counsel.' The very word that is used in the sense of 'confounding' in the narrative of Genesis is used also in the Assyrian text."—"*Fresh Light From the Ancient Monuments.*" A. H. Sayce, page 43.

GENESIS 14.—For some additional facts on the fourteenth chapter of Genesis, see Prof. O. J. Graf's article on page 6 in our September issue.

BABYLONIAN INFLUENCE.—Only the mental bondage in which men are held by the theory of evolution, it would seem, would be able to convince Christian men that the Bible stories of creation, the deluge, etc., were derived from those polytheistic accounts found in the Tigris-Euphrates valley. That these accounts had a common origin, however, seems very clear. That origin was the true tradition handed down from Adam to Noah, but which was corrupted by the heathen who "became vain in their imaginations," and whose "foolish heart was darkened." While we may not approve the author's use of the word tradition everywhere, it is doubtless used in chapter 7 in a sense broad enough to include *truth* handed down in oral or written form, and not in the narrower sense, as when we speak of "Catholic tradition."

(Contributed by Prof. C. Sorenson)

In regard to the high dates given on page 100, it is simply stating the different theories held by men. There is no agreement. Between Petrie and Meyer there is a difference of about 1,600 years. Until the doctors can come to more of an agreement among themselves, they surely cannot expect their dates to be taken seriously. The tendency of present-day scholarship is toward the shorter periods. On page 101 Sargon's date is given as 3800 B. C. That is simply stating the older view which Dr. Meyer, of Berlin, has shown is entirely unfounded.

TEMPTATION AND FALL.—On the belief of the Babylonians in the temptation and fall of man, a new account has recently been deciphered by Dr. Langdon, of Oxford, in the tablet collection of the University of Pennsylvania. Aside from some sensational reference to this in the daily press, this account has not yet been given to the public. The university is now engaged in publishing the translation of Dr. Langdon's discovery.

**AID TO FAITH.**—Every lover of the Bible will welcome the aid to faith afforded by these discoveries. Questions concerning the Bible that an unbeliever may think are difficult to answer, in many cases become clear when we consider the time, the place, and the circumstances of the event recorded. When Napoleon was carrying on the campaign in Egypt, during which the Rosetta stone was discovered, he wrote: "When camping upon the ruins of ancient cities, some one read the Bible aloud every evening in the tent of the general in chief. The verisimilitude and truthfulness of the descriptions were striking. They were still suited to the land after so many changes and vicissitudes."—Quoted by Dr. Kyle, in "The Deciding Voice of the Monuments."



A VOTIVE CONE

Photographed from the original owned by Prof. M. E. Kern. This tablet is from Warka, the Biblical Erech of Gen. 10:10. It is a votive cone thrust into the mortar between the brick of the temple wall for the welfare of the king, Sin-ga-shid. Date, about 2500 B. C.

### More to Come

THE work of the archeologist has only begun. All the light the discoveries have thus far thrown on the Bible may be but a tiny spark when compared with the great floods of light that future excava-

tors may hope to find.—"The Bible on the Spade."

### How They Like It

I READ "Acts of the Apostles" during the first few weeks of our tent effort here, and the inspiration that came to me from reading that book was the direct cause of my continued effort here. Especially did the record of the ministry of Paul help me to a better conception of our sacred calling. I think every Seventh-day Adventist minister will be a better ambassador for Christ if he studies that book.

I have finished the third book, too—"The Monuments and the Old Testament." It was too good to lay aside until October 1. It is fine. It has the solid shot we need every once in a while to puncture some higher critic's dirigible. It is helpful to me in another way; it gives me light on several mooted questions of history where there has for years been a supposed conflict between history and the Bible record. Special mention might be made of the fall of Babylon and the kingship of Belshazzar.

In regard to the book "Acts of the Apostles," I cannot speak too highly. It has been much to me, and I am still using it.

I finished the second reading of the book "Acts of the Apostles" some time ago. It is needless to say that its worth is incalculable—cannot be measured in dollars and cents.

### October Schedule

Introduction — A Century Gleams  
Out of the Orient

- I. A Fragmentary Old Testament
- II. A Lone Old Testament
- III. Egypt's Riddle Read
- IV. Mesopotamia's Mounds  
Opened
- V. Cuneiform Secrets Revealed
- VI. Glints From Palestine,  
Phenicia and the Hittites
- VII. Primitive Traditions and  
Genesis
- VIII. The Patriarchs Under  
Eastern Lights

# OUR ACADEMIES

## Your Opportunity

AMONG the most important of our educational interests is the work of our academies and intermediate schools. Our map last month showed forty-six of these and our foreign seminaries, well distributed over the country. It has never been the policy of this magazine to disregard in any degree the interests of these schools. It is, therefore, with particular

pleasure that we set aside some definite space for them in this and following issues. To all the teachers and managers of these schools, we desire to say that this is *your opportunity* to speak through these columns the things that will edify one another, as well as to ask questions or otherwise voice your needs. Grasp opportunity by the forelock rather than pluck at her fetlock.

## Manumetal Training—No. 1

W. B. TAYLOR, LODI, CAL.

TRAIN the hand as well as the brain, is a motto that should be kept in mind by all educators. Unfortunately, manual training does not, as a rule, occupy the place it should in our schools. We have been given considerable light on this subject, but do not seem to grasp the importance of this very necessary branch of the work. Read these words, for instance:—

There is a work to be done for young men and women that is not yet accomplished. There are much larger numbers of young people who need to have the advantages of our training schools. They *need* the manual training course, that will teach them how to lead an active, energetic life. All kinds of labor must be connected with our schools. Under wise, judicious, God-fearing directors, the students are to be taught. Every branch of the work is to be conducted in the most thorough and systematic ways that long experi-

ence and wisdom can enable us to plan and execute.—*Vol. VI, page 191.*

No matter what the young man is preparing for, he will find a knowledge of the common tools very beneficial, and will be handicapped to a certain extent if he does not understand some of the practical things of life. Literary training without manual training is like a gasoline engine with a defective spark plug, it cannot run smoothly.

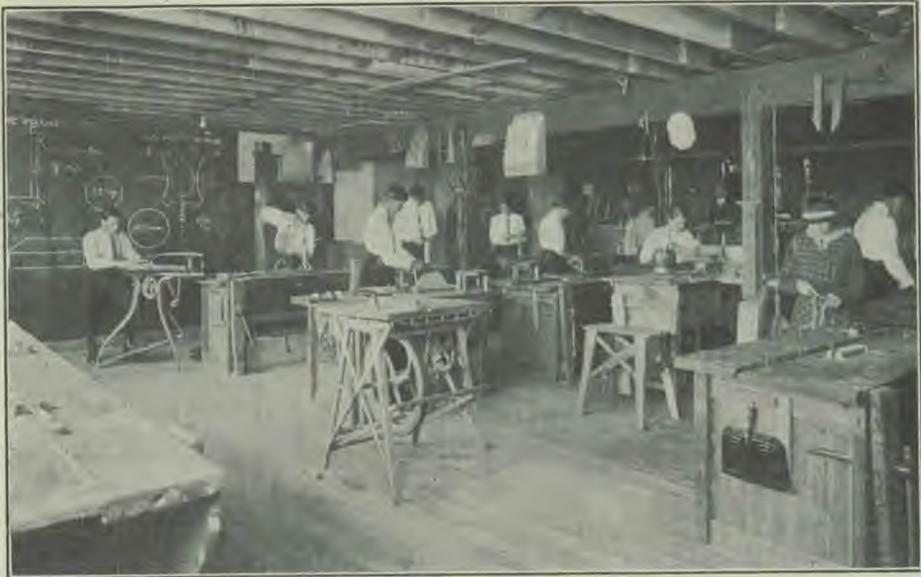
I do not mean to say that one will not have to use the brain in the manual training room; far from it! On the other hand, the student will find many problems that will tax the brain to the utmost, but the hand is always ready to come to the rescue by practical demonstration; so we have the body and brain working together in perfect harmony, building tissue and muscle.

## WOODWORK

Probably one of the most important of all branches of manual training is woodworking. There seems to be no limit to what may be done in this line. The first problem to be considered is that of equipment. Undoubtedly this has staggered many, and the reason why manual training is at a stand-

- 1  $\frac{3}{4}$ -inch Buck Brothers socket firmer chisel
- 1  $\frac{1}{2}$ -inch Buck Brothers socket firmer chisel
- 1  $\frac{3}{4}$ -inch Buck Brothers socket firmer chisel
- 1 1-16-inch point nail set
- 1 8-inch half round wood file
- 1 12-inch rule

It is a waste of money to buy inferior tools, as they cannot be kept sharp, and will not do good work.



WOODWORKING SHOP AT LODI ACADEMY

still is because school boards refuse to buy tools, benches, and materials to work with. This is not such a difficult problem as it seems, as a large number of tools is not necessary for the first two years' work. It is surprising what can be done with a few tools; for instance, with a set like the following, which will cost about \$5.50 if bought in lots:—

- 1 12-inch Disston backsaw
- 1 No. 13 Maydole claw hammer
- 1 14-inch Bailey jack plane (wood)
- 1 Stanley block plane No. 9 $\frac{1}{2}$
- 1 Stanley try-square No. 20, wooden handle
- 1 Stanley marking gauge No. 64 $\frac{1}{2}$

In addition to the individual sets, it is necessary to have a few general tools, such as:—

- 1 26-inch No. 7 grade, Disston rip saw
- 1 8-inch No. 921 ratchet brace
- 1  $\frac{1}{4}$ -inch Russel Jennings bit
- 1  $\frac{1}{2}$ -inch Russel Jennings bit
- 1  $\frac{3}{4}$ -inch Russel Jennings bit
- 3 3 x 5 cabinet scrapers
- 1 steel square
- 2 hand clamps
- 1 Goodell Pratt hand drill
- 2 coping saws
- 2 pencil dividers No. 8999

All these should be kept by the teacher. If he has a set of tools of his own, it will not be necessary to purchase these.

#### How to Pay for Tools

Tools can be bought and paid for by charging a small rental for their use, say twenty-five cents a term for each student if the school desires to keep the articles made, or fifty cents a term and permit the student to keep what he makes. The first mentioned plan seems to be the better one, as the teacher is not under obligations to the student, and more will be realized by selling the articles separately to visitors, at the camp meeting, or by canvassing from house to house. The student should always be given first chance to buy at a reduced rate what he has made.

#### How to Get Material

The question of working material is more perplexing than that of procuring tools, because it is a constant outlay of money if one is dependent upon the lumberyards. However, one need not be dependent upon this source of supply, as boxes can be secured at the grocery, dry goods, or book stores, which will answer the purpose just as well as the more expensive lumber. Care should be taken in the selection of boxes to see that they are of good quality and perfectly dry. Boarding schools have an advantage in this, as enough such material is received with foodstuffs to supply the manual training room. In taking boards apart great care must be exercised not to split them, for such are worthless. A good way is to saw all round the box about one inch from the end. This does not waste material, as the ends where the nail holes are should be cut off anyway. It is almost impossible to

separate the thin board from the end of the box by hammering, without splitting it.

If hard wood is desired, pick up pieces of old furniture that has been discarded. As a rule it is found that the lumber in these is much better than that which can be procured from the dealer, because it is well seasoned and has stood the test of years of wear. Broken shovel handles come in handy for making towel rollers. Broken chair rounds make good pins for doweling doors. Save everything of a woody nature. It will be of use in the shop.

#### Next article: "First Year in Woodwork"

#### Adelphian Academy Notes

THOS. W. STEEN

We tried out our new plan of matriculating students the first day, and it works out admirably. We handled it this year as follows: As fast as students reached the academy, they were taken to the principal's office and enrolled. Those who had been students last year were not required to matriculate. The faculty had previously prepared a program to which considerable study had been given, and as students were classified in the principal's office their work was adjusted so as to be in harmony with the program. A few slight modifications of the program were found necessary, but no change was made that would affect the work of students who had already enrolled. By nine o'clock Tuesday morning, when the first session of the school was called, sixty students had enrolled.

After our opening exercises, the program which was already on the blackboard was presented to the students, and it was found that there was not one conflict. The classes were then called, each period being given ten minutes for assignment of lessons. Our regular study period was held the evening of the first day of school, and our work has progressed since without interruption. We are all delighted with this new plan, and believe that it means the saving of at least one day of time to the students.

# THE NORMAL

## The Giving of School Credit for Home Work

THE chief credit for starting in the public schools the plan of giving school recognition to home duties faithfully performed, is given to Mr. L. R. Alderman, the enterprising Oregon superintendent of public instruction. Of this plan in general he himself says:—

It seems to me it is worth while to find some common ground upon which the parent and teacher can cooperate. It seems to me this common ground is along the line of habit building by means of the activities of the child. What really counts in school or out is what habits are being established. Facts, formulas, and rules will be forgotten. But the habits which are formed are woven into the character. The child that does not have a habit of industry established by the time he is sixteen or eighteen, is very

apt to become a parasite. There are many children who go through our schools, who, being naturally bright, do not find it necessary to become industrious. They get their lessons through hearing the other pupils, or from the questions asked, or by a few glimpses at the book. In life they are going to need bodily industry as well as mental industry. The habit of being industrious will be of untold value to them. One great trouble is that we are likely to look at the matter from the point of view of the school, as though the school were the end in itself. The school is simply the helper of the home, and only when the two work together can our dreams come true.

The idea has spread from Oregon to Washington, Minnesota, and other States, and has been supported by United States Commissioner Claxton, who is strongly in-

### HOME CREDIT REPORT CARD

|                                 |             |              |             |              |             |             |               |              |             |                 |
|---------------------------------|-------------|--------------|-------------|--------------|-------------|-------------|---------------|--------------|-------------|-----------------|
| NAME OF DISTRICT                |             |              |             |              | NO          |             |               |              |             |                 |
| NAME OF PUPIL                   |             |              |             |              | GRADE       |             |               |              |             |                 |
|                                 | First Month | Second Month | Third Month | Fourth Month | Fifth Month | Sixth Month | Seventh Month | Eighth Month | Ninth Month | General Average |
| Milking.....                    |             |              |             |              |             |             |               |              |             |                 |
| Churning.....                   |             |              |             |              |             |             |               |              |             |                 |
| Turning separator.....          |             |              |             |              |             |             |               |              |             |                 |
| Caring for horses.....          |             |              |             |              |             |             |               |              |             |                 |
| Caring for cows.....            |             |              |             |              |             |             |               |              |             |                 |
| Caring for pigs.....            |             |              |             |              |             |             |               |              |             |                 |
| Caring for poultry.....         |             |              |             |              |             |             |               |              |             |                 |
| Cleaning barn.....              |             |              |             |              |             |             |               |              |             |                 |
| Splitting wood.....             |             |              |             |              |             |             |               |              |             |                 |
| Carrying in wood.....           |             |              |             |              |             |             |               |              |             |                 |
| Gardening.....                  |             |              |             |              |             |             |               |              |             |                 |
| Cooking.....                    |             |              |             |              |             |             |               |              |             |                 |
| Baking.....                     |             |              |             |              |             |             |               |              |             |                 |
| Washing.....                    |             |              |             |              |             |             |               |              |             |                 |
| Ironing.....                    |             |              |             |              |             |             |               |              |             |                 |
| Sweeping.....                   |             |              |             |              |             |             |               |              |             |                 |
| Dusting.....                    |             |              |             |              |             |             |               |              |             |                 |
| Sewing.....                     |             |              |             |              |             |             |               |              |             |                 |
| Running errands.....            |             |              |             |              |             |             |               |              |             |                 |
| Making beds.....                |             |              |             |              |             |             |               |              |             |                 |
| Washing dishes.....             |             |              |             |              |             |             |               |              |             |                 |
| Building fires.....             |             |              |             |              |             |             |               |              |             |                 |
| Caring for little children..... |             |              |             |              |             |             |               |              |             |                 |

TEACHER

terested in extending the benefits of the school directly to the home. The idea of close relation and cooperation between the school and the home is not a new one to Christian educators. It has been emphasized in our instruction for twenty years or more. But the plan of making the connection by dignifying the faithful performance of home duties with school credit may be new to most of us, so far as practicing it is concerned. For their suggestiveness, we take from *School Progress* samples of how Mrs. Elizabeth Sterling, a county superintendent in the State

of Washington, has worked out the idea for her schools. Her report card is shown on the previous page.

On the back of this card are a few quotations from the school law, etc., and nine lines for the parent's signature each month.

On the first page of the folder, Mrs. Sterling states the case thus: To the Parents or Guardians.

The scheme of giving credit at school for work done at home by the pupil, can be made successful only through your cooperation, conscientious oversight, and faithful report of the work done.

The purpose of the plan is to more closely unite the home and the school by having the teacher recognize and give credit at school for cheerful helpfulness at home on the part of the pupil.

## HOME CREDIT WORK

Dist. No. ....

Name **JESSIE JONES**

Age **12** Grade **6th**

| CHORES OR WORK DONE | Mon. | Tue. | Wed. | Thu. | Fri. |
|---------------------|------|------|------|------|------|
| Washing Dishes      | I    | I    | I    |      |      |
| Sweeping Floor      |      |      | I    | I    | I    |
| Making Cake         | I    |      |      |      |      |
| Making Bed          | I    | I    | I    | I    | I    |
| Cleaning Teeth      | I    | I    | I    | I    | I    |
| Dressing Baby       |      | I    |      | I    | I    |
| Getting Breakfast   | I    |      | I    |      |      |
| Music Lesson        |      |      | 2    |      |      |
| Making Biscuit      |      |      |      |      | I    |
|                     |      |      |      |      |      |
|                     |      |      |      |      |      |
| Total for week      | 5    | 4    | 7    | 4    | 5    |

(Signed) Mrs. Jones.

Parents Signature

The parent should carefully keep track of the number of hours that the boy or girl actually spends per week at any of the kinds of work mentioned in the list given, or any other real work that may not have been mentioned.

To secure credit at school for his work, the pupil should average eight hours per week, or thirty-two hours per month, at real, honest, helpful labor that relieves the fathers and mothers of that amount of work. If this is done, the teacher will add three credits to the average gained by the pupil at the school during the month in his studies. Additional credits will be given for more than thirty-two hours per month at the rate of one credit for every ten hours' work.

Please cooperate heartily with your teacher in this plan for making both the school work and the home work more worth while to the boy and girl.

In Spokane County, Washington, 81 out of 176 schools are using this plan. Here a weekly report card is used. A week's work by one little girl is shown opposite.

Superintendent McFarland has arranged this list of credits:—

#### List of Home Credits

|                                     |   |
|-------------------------------------|---|
| Personal cleanliness .....          | 2 |
| Cleaning teeth .....                | 1 |
| Cleaning finger nails .....         | 1 |
| Practicing music lesson .....       | 2 |
| Dressing baby .....                 | 1 |
| Washing dishes .....                | 1 |
| Sweeping floor .....                | 1 |
| Making bed .....                    | 1 |
| Preparing meal .....                | 2 |
| Making cake .....                   | 1 |
| Making biscuit .....                | 1 |
| Churning .....                      | 2 |
| Scrubbing floor .....               | 2 |
| Dusting .....                       | 1 |
| Blacking stove .....                | 1 |
| Darning stockings .....             | 1 |
| Delivering papers .....             | 2 |
| Retiring before nine o'clock .....  | 1 |
| Feeding and watering chickens ..... | 1 |
| Feeding and watering horses .....   | 1 |
| Feeding and watering cows .....     | 1 |
| Gathering eggs .....                | 1 |
| Cleaning chicken house .....        | 1 |
| Going for mail .....                | 1 |
| Picking apples .....                | 2 |
| Picking potatoes .....              | 2 |
| Bringing in wood for today .....    | 1 |
| Splitting wood for today .....      | 1 |
| Bringing in water for today .....   | 1 |

|                        |   |
|------------------------|---|
| Grooming horse .....   | 1 |
| Milking cow .....      | 1 |
| Working in field ..... | 2 |
| Going for milk .....   | 1 |

The pupil who has earned one hundred or more credits each month, has ten per cent added to his final examination. He is also given a half holiday each month he has not been absent or tardy.

The results of carrying out the idea of credit for home work are reported as "highly satisfactory." Mrs. Sterling has found that the teachers who are using the plan, are the "real, wide-awake teachers who realize that the little extra effort in presenting the plan is made up for many times in the interest and cooperation the idea seems to arouse in the pupils."

Other ideas on this subject are found in the editorials and in the Home department of this issue.

#### Cardboard Construction

BELOW are given a few samples (not of type but of matter) of the new manual on cardboard construction, by Grace O'Neil Robison. See also an editorial on teachers' manuals.

#### Introduction

The need of instruction in the science and art of home keeping has been recognized, but how to teach the common duties of everyday life in connection with the other school duties has been an unsolved problem.

In order to be most effective, instruction in the art of home keeping should begin with the primary grades and be systematically distributed throughout the grades, instead of being left to the last two years of the grammar school course, to be given as a theoretical course of study.

Every teacher gives some form of hand work in the primary grades. Then why not let that hand work be of such a nature that the lessons in household economy will correlate with it? A line of hand work that suits this purpose admi-

rably is that of cardboard construction, which consists in making the articles of furniture needed for a home, and using these as a basis for elementary lessons in housekeeping. This affords an opportunity to give systematic instruction in building a fire, setting a table, and making a bed, while constructing the articles needed for a house.

In the first two grades, the models may be of paper based on the sixteen squares. This will lay the foundation for the more advanced models, which are made from cardboard, in the third and the fourth grade.

This course outlines the work in cardboard construction to be given in the third and the fourth grade, two lessons a week being given to this work for nine months. However, the lessons in household economy may be given in the first four grades together, letting the little folks in the first two grades use their paper furniture, and the third and the fourth grade use their cardboard models.

The lines of manual training given on other days should correlate with this course, and should embody weaving rugs, doing the sewing required for a bed, modeling, paper cutting, and various other lines of work.

### FIRST MONTH

#### First Week

- Lesson 1. Drills in Following Dictation  
Lesson 2. Making a Kitchen Chair

#### Second Week

- Lesson 3. Finishing the First Kitchen Chair  
Lesson 4. Making a Second Kitchen Chair

#### Third Week

- Lesson 5. Making a Third Kitchen Chair.  
Lesson 6. Making a Fourth Kitchen Chair

#### Fourth Week

- Lesson 7. Making a Kitchen Table  
Lesson 8. Finishing the Kitchen Table

### SECOND MONTH

#### First Week

- Lesson 9. Making Dishes for the Table  
Lesson 10. Setting the Table and Serving a Meal

#### Second Week

- Lesson 11. Clearing the Table and Washing the Dishes  
Lesson 12. Making a Stove

#### Third Week

- Lessons 13 and 14. Making a Stove



COMPLETED MODEL OF SIDEBOARD

#### Fourth Week

- Lesson 15. Making a Stove  
Lesson 16. Finishing the Stove

### THIRD MONTH

#### First Week

- Lesson 17. Coal—Story of a Piece of Coal  
Lesson 18. Coal—Visit to a Coal Mine

#### Second Week

- Lesson 19. Woods Used for Burning  
Lesson 20. Paper Making

#### Third Week

- Lesson 21. The Making of Matches  
Lesson 22. Review, and Making a Fire

#### Fourth Week

- Lesson 23. Making a Wood Box  
Lesson 24. Care of Wood Box

## LESSON I

## Drill in Following Dictation

Place your ruler on your desk horizontally.

Place ruler vertically.

Point to the upper edge of ruler.

Point to the lower edge of ruler.

Which is the right end of ruler?

Which the left end of ruler?

You may take your ruler quietly.

Lay your ruler down quietly.

(Repeat dictation until the children can do this noiselessly.)

How many inches long is your ruler?

How many inches are there in half of your ruler?

Point to one inch; two inches; three inches.

What part of your ruler is three inches?

Show me one half of an inch; one fourth of an inch; one eighth of an inch.

Place your reader on your desk.

What is the length of your reader? The width of your reader?

Measure the length of your reader.

Measure the width of your reader.

Point to the right side of your desk; the left side.

Show me the length of your desk; the width.

Tell me how many inches long your desk is.

Measure the width of your desk in inches.

(Give the children drill in measuring various objects, according to their need of such drill.)

## INTRODUCTION TO LESSON X

## Setting the Table and Serving a Meal

MODEL USED.—Table, chairs, and dishes.

LESSON TO BE TAUGHT.—Setting a table and serving a meal.

SUGGESTIONS FOR TEACHING.—Have the children place their tables on their desks, and play that they are going to serve a meal.

Give attention to the table cloth and to the proper setting of the table.

Teach the serving of three simple courses, instructing the children as to who should serve each kind of food.

POINTS FOR SPECIAL EMPHASIS.—Neatness and cheerfulness at the table. Table conversation.

SPECIAL MEANS OF INTERESTING THE CHILDREN.—After talking about the table conversation, teach the little song "Smile," or some other song along the same line.

## READING COURSE

Book: "Special Method in Arithmetic"

## OCTOBER

CHAPTER 3, pages 30-59.

## I. Problems of Method

*First problem: How to concrete arithmetic and relate to child's experience.*

1. By considering use of objective materials
  - a. Value of counting physical objects
  - b. Use of miscellaneous objects with defects in materials
  - c. Use of school activities and correlated work
  - d. Purposes served by formal material. — abacus, cubes, blocks, etc.
  - e. Provision and advantages of ideal measuring units
  - f. Visualizing number pictures
  - g. Bundles of splints to illustrate decimal scale

2. By considering danger in all modes

*Second problem: How to determine order of treatment of number facts, and distribution of facts through primary grades.*

1. By examining Grube method
  - a. History reviewed
  - b. Reasons for popularity with teachers
2. By considering objections to Grube
  - a. Misconception of development of number idea
    - (1) By neglecting measurement
    - (2) By exhaustive mastery of each unit before proceeding
    - (3) By rendering work monotonous
  - b. Simultaneous learning of all number relations
    - (1) By ignoring simplicity and place of addition
    - (2) By immature use of "times"
    - (3) By forcing of ability to abstract and generalize
    - (4) By overruling formal analysis
  - c. Narrow limit of number space
    - (1) Advantages of wider range
    - (2) Breadth of child's interests

## II. Planning Number Work

1. By considering choice of appropriate units of study
  - a. Objects for measurement
  - b. Character of units,—illustrations
2. By considering use and purposes of materials
  - a. From whole to parts with recombination

- b. To gain and hold attention
- c. To furnish interesting drill
- d. To build and take down series
- 3. By considering results
  - a. Memory quicker and more thoughtful
  - b. Interpretation of whole environment
- 4. By considering fundamental processes
  - a. Counting
    - (1) With objects
    - (2) Pure counting
    - (3) Crude form of measuring
    - (4) Basis of addition and multiplication tables
  - b. Addition and subtraction
    - (1) Form series from materials
    - (2) Give irregular drills
  - c. Multiplication and division
    - (1) Objections to simultaneous treatment of four processes
    - (2) Proper order of procedure
    - (3) Psychological proof
  - d. Multiplication tables (proper).
- Advantages of rational teaching:—
  - (1) Opportunity for review of counting and addition series in "Preparation."
  - (2) Opportunity to introduce ratio idea and simple fractions
  - (3) Opportunity to develop notion of "times" from addends
- Order of tables considered
  - (1) Similarities noted
  - (2) Peculiarities noted
  - (3) Various factors of number considered
  - (4) Most difficult table last
- Steps in teaching tables
  - (1) Addition kept in background for reference
  - (2) Repetitions and regularities noted
  - (3) Identity of products observed
- e. Decimal scale
  - (1) Use of bundles of splints
  - (2) Use of money

### III. Nature of Primary Work

*Relative importance of oral and written work.*

- 1. Advantages of oral work:—
  - a. To attain speed and accuracy
  - b. To secure attention
- 2. Method in oral work
  - a. Work to be rapid as a rule
  - b. Time for slow pupils to think
  - c. Problems within children's interests
  - d. Children required to give problems ("number stories")
- 3. Influence of oral work on written
  - a. Temptation to use too much written resisted
  - b. Textbook introduced later

- c. Leads to careful accurate abstract written work
- d. Lubricate mental machinery
- 4. History of oral arithmetic. Growing importance
- 5. Written blackboard work
  - a. By children,—advantages
  - b. By teacher,—result to children
- 6. Analysis and diagrams, use and misuse

### General Questions

- 1. Give the psychological proof that the Grube idea of number development is wrong.
- 2. Compare the history of method in arithmetic with that of method in reading, noting similarities.
- 3. Prove that this development is in harmony with Christian education.
- 4. What does the teaching of the multiplication tables in the old way (tables 1-10) ignore?
- 5. To what bad habits does too much and too immature abstract written work lead?
- 6. Is objective material to be considered an end or a means in developing the number concept?
- 7. What advantage is there in a variety of material for illustration?
- 8. Show that the method in this chapter illustrates the following principles:—
  - a. From the concrete to the abstract
  - b. From the simple to the complex
  - c. From the whole to its parts
  - d. From the indefinite to the definite
  - e. From the known to the unknown

NOTE.—Teachers will find further reference to the books mentioned in this chapter, a valuable help. See also, "Handbook of Practice for Teachers," by McMurry, The Macmillan Company.

### Cultivate Skill

"O! LET not, then, unskillful hands attempt  
 To play the harp whose tones,  
 whose living tones,  
 Are left forever in the strings.  
 Better far  
 That heaven's lightnings blast his  
 very soul,  
 And sink it back to chaos' lowest  
 depths,  
 Than knowingly, by word or deed,  
 he send  
 A blight upon the trusting mind of  
 youth."

# HOME EDUCATION

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

## The Little Boy We Used to Know

THE little boy whom we used to know,  
Who came to us when the day burned low,  
Who left his swing and his bat and ball,  
Who left his playmates and games and all  
To come and stand by our easy-chair,  
To stand before us, with yellow hair,  
On sturdy legs, with his feet apart,  
Before he snuggled against our heart,—  
Where is he now with his romp and  
squeal,  
With his little hurts that a kiss would  
heal?

We heard him say his "I lay me down,"  
And we pressed our lips to his tousled  
crown,  
Then his father tiptoed across the gloom  
And sat him down in the farther room,  
While his mother stayed by his side to  
croon  
A soft bye-low to a world-old tune,  
While he drifted out into Slumberland;  
Then we stood and gazed at him, hand in  
hand;  
And, looking backward to where he lay,  
It seems 'twas then that he went away.

It seems that he never came back at all  
To the rubber cat and the bouncing ball,

To the old rope swing and the games he  
knew.

A genie touched him — he grew and grew.  
From the room where our baby had sunk  
to sleep

A youth came forth. And his voice is  
deep,

And his eyes are honest, and he is strong.  
And while still echoes the bye-low song,  
His lips say "Mother," and then laugh  
"Dad;"

And we are frightened — but we are glad.

Sometimes we stand in the little room  
By the little bed in the evening's gloom;  
And we miss the faltering "lay me down,"  
And we'd give the world for the tousled  
crown

To kiss once more. O Boy grown tall,  
We are frightened for you at the thought  
of all

The dangers that wait your unwary feet,  
And grieving — for heartaches you're  
bound to meet!

But we are proud for the dear world's  
sake

Because of the man you are going to make.

— *Judd Mortimer Lewis, in Ladies' Home  
Journal*

## The Home a Bethel

MRS. E. G. WHITE

IN every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer. It is the duty of Christian parents, morning and evening, by earnest prayer and persevering faith, to make a hedge about their children.

Administer the rules of the home in wisdom and love, not with a rod of iron. Children will respond with willing obedience to the rule of love. Commend your children whenever you can. Make their

lives as happy as possible. Provide them with innocent amusements. Make the home a Bethel, a holy, consecrated place. Keep the soil of the heart mellow by the manifestation of love and affection, thus preparing it for the seed of truth. Remember that the Lord gives the earth not only clouds and rain, but the beautiful, smiling sunshine, causing the seed to germinate and the blossom to appear. Remember that children need not only reproof and correction, but encouragement and commendation, the sunshine of kind words.

## Nature Month by Month

### OCTOBER

#### Jack Frost in October

"JACK FROST went frisking through the woods,

One crisp October night,  
He painted all the maple leaves  
With gold and crimson bright;

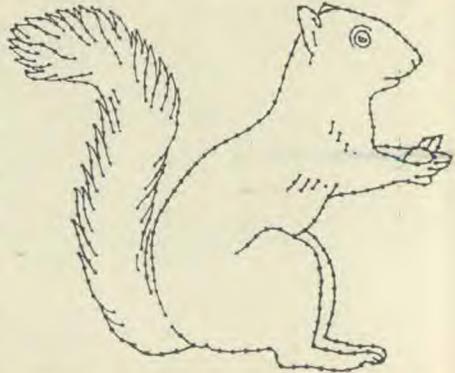
"He touched the mosses and the ferns,  
And turned them sere and brown,  
And then he split the chestnut burs,  
And made the nuts come down."

#### First Week

Memorize the rhyme above, and look for illustrations of the work of Jack Frost. Look for the nuts in your neighborhood. Name different kinds, tell where they grow, how they are used. Draw different nuts. What little animal frisks up and down the trees these autumn days gathering nuts for winter? What lessons do we learn from the squirrel? Who taught it thus to provide for winter? Are we as obedient as it is? Can you find a picture of a squirrel?

Make a calendar for October, using cardboard or heavy paper of any convenient size, say 3 x 6 or 4 x 8 inches. Draw vertical and horizontal lines one-half inch from the margin, making small squares in which to place the letters to represent the days of the week. Write the letters for Sabbath with red ink. Teach the names of the days, and their abbreviations, how many there are in the month, and if there are any birthdays for the family make note of them. Decorate the margin of the calendar by drawing the outlines of autumn leaves and coloring them appropriately. Or draw a spray of golden-rod across the corner and color it.

If there is a birthday, plan a surprise for the hero of that day. A walk in the woods, a ride to the park, a treat of some kind should be provided. Let the mother have a secret with the children if it is father's birthday that is to be celebrated, or if it is the mother's, then the father must help arrange matters. It need not be elaborate or expensive, only loving, and surrounded with a great deal of secrecy. Needlebooks, penwipers and blotters are simple gifts that



children can, with a little assistance, make for the parent or for one another.

#### Second Week

Review the lesson about the squirrel and the nuts. Speak of other seeds — squash seeds, watermelon seeds, apple seeds, etc. Draw apples, melons, and pumpkins, and color them.

Teach this verse about the acorn: —

"The acorn from the oak tree falls,  
And lies upon the ground,  
Beneath the dead leaves and the snow,  
Till springtime comes around;

"Then down it sends a little root,  
And up it sends a stalk,  
And makes a tree for you to see  
When you go out to walk."

Draw and color seeds.

A sewing lesson for a rainy day can be used in making little sacks in which to put the seeds to save for spring planting.

#### Third Week

What are the farmers doing this week? — Gathering corn, apples, and pumpkins. Take the children for a walk, and look for grasses for winter bouquets. Gather goldenrod, asters, and milkweed pods. Talk about the animals that live in cold countries, the coats they wear, the food they eat, and their houses.

Illustrate the story of the squirrel. Cut out trees and color them brown. Draw squirrels, and stick them to the trunks of trees.

#### The Trees

"With the coming of autumn,  
The trees go to sleep,  
And close in bud cradles  
Their baby leaves keep:

"But when spring approaches  
They quickly awake,  
And out of the cradles  
Their pretty leaves shake."

Write a list of words, such as *squirrel, eat, run, nut, fast, tree, winter*, and let the child tell you a story, using these words. Let him write stories; as, "The squirrel can run fast."

Let the child spend much time out of doors while the sunny days last. He can play he is a squirrel, and with wood for nuts, fill the wood box. Other games of a similar character can be thought out.

#### Fourth Week

This is the month when the owls hoo, hoo. Find a picture of one.

Talk about it: What does it eat? when does it sleep? when does it go forth to find food? etc. How does it differ from most other birds?

Tell the story of a pumpkin from the seed until it is ready to eat in a pie. If convenient, let the child make a little pie when you are baking. Make a list of words beginning with p, then use some of them in oral and written stories. Every one knows how to make jack-o'-lanterns from pumpkins. Give the children a jolly evening in this way. Tell them the story of Halloween. You

will find a definition in the dictionary. It is better to teach the truth about these foolish traditions than to let the children grow up to imitate the popular notions.

Review the work of the month, and see how much you have learned about the interesting things that are happening in this beautiful season of

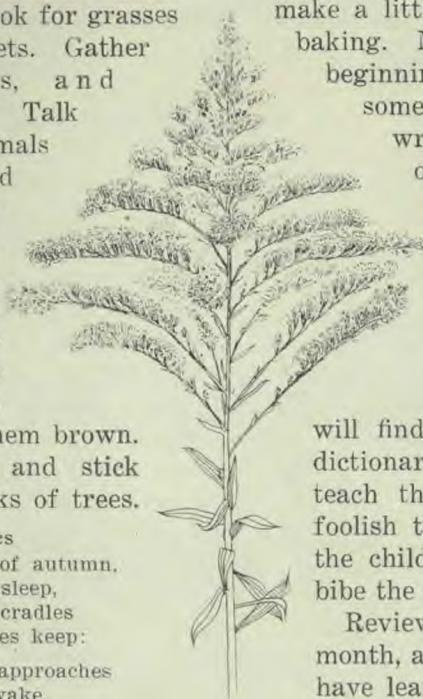
the year.

Who sends the frost to color the woods with brilliant hues? Who teaches the birds to fly away to a warm country, the bees to gather honey for winter, and the squirrels to put away their winter store? Memorize: —

"It was God who taught them all their way  
And gave their little skill;  
He teaches children when they pray  
To do his holy will."



"A MOTHER — is a mother still.  
The holiest thing alive."



# The Home School

BY MRS. L. H. WOLFSEN

(Concluded from last month)

## A United March

YOU remember that Jacob in his march homeward after so many years of exile, was urged by Esau to hasten his journey, but he said: "My lord knoweth that the children are tender, and the flocks and herds with young are with me: and if men should overdrive them one day, all the flock will die." So God would not have parents travel to the heavenly home any faster than the rest of the family. It must be a united march. But you say, How can it be done?

"Testimonies for the Church," Vol. I, page 386, contain these words: "Angels of God will smile upon your efforts, and help you." This thought was the one which helped me to see my duty to start a home school.

The first principle to be observed in this new school is obedience; for in "Counsels to Teachers and Parents" we read: "Few parents begin early enough to teach their children to obey."

## My Own Experience

If you will pardon me, I shall relate my own experience:—

I am the mother of two children, one nearly eight years old and the other four. I have many cares—a large house to keep tidy, as I employ no maid and have no help except one day in each week.

In order that all the household affairs may be carried on properly I must systematize my work very carefully. Each day must have its program, and we must live up to

it. At the setting of the sun we must look back on a well-ordered and well-spent day. I had ever endeavored to direct my household with system, but just how to introduce a school into it was a problem.

By careful planning I found that in every forenoon an hour or more could be devoted to my child's lessons. We used nothing but a blackboard at first for our work, but soon were ready for the First Reader. We found the first few months the most taxing, for as the mysteries are opened the task is lighter. In fact, many a lesson has been directed during dish-washing time, and ironing days gave good opportunity to teach my child her lessons as I ironed.

Perhaps some would like to inquire the age we started school work. I think my little girl was five and one-half years old. She is now nearly eight, and will in two or three weeks be ready for the Third Reader. In fact, it is now she who reads the *Little Friend* to brother, and often the Bible or newspaper to mother who is otherwise busily engaged.

## No Haphazard Work

It would not be well to go about this school work in a haphazard way, and begin the teaching of your child as you were taught; for better methods now prevail than when you and I learned our A B C's back in the little white school-house that stood at the turn in the road.

The readers that Miss Hale has prepared, the nature study books by Professor Cady, and several other valuable helps, will be all you need, along with a strong determination; for "where there's a will there's a way." Then the educational superintendent is always willing to help any mother who needs it. So by a little effort every parent may become an Abrahamic teacher.

What a wonderful transformation would come into the ranks of Seventh-day Adventists if all homes established the Home School, and all parents sought in this way to bind their household together. Think what it would mean to our work all over the world. Then when graduated from the Home School to the church school, they would be a credit to their parents and to the cause generally. "Ministry of Healing," page 376, says:—

The mother's work often seems to her an unimportant service. It is a work that is rarely appreciated. Others know little of her many cares and burdens. Her days are occupied with a round of little duties, all calling for patient effort, for self-control, for tact, wisdom, and self-sacrificing love, yet she cannot boast of what she has done as any great achievement. She has only kept things in the home running smoothly; often weary and perplexed, she has tried to speak kindly to the children, to keep them busy and happy, and to guide the little feet in the right path. She feels she has accomplished nothing. But it is not so. Heavenly angels watch the careworn mother, noting the burdens she carries day by day. Her name may not have been heard in the world, but it is written in the Lamb's book of life.

### The Picture Quilt

DEAR MRS. LEWIS: The name of your department, Home Education, is suggestive of a great work—a long-felt need in connection with school education. To parents and teachers alike it means an appeal for cooperation of home and school in the development of the moral, intellectual, religious, and social qualities of the child.

I am eagerly watching your pages, knowing that the heart talks of the mothers will give me better ideas of the needs of the children, and aid in solving questions of child nature which the schoolroom presents. May I suggest a line of busy, educative effort which I have found effective in the primary classes? I believe that busy work must be practical and educative, and not merely a form of employment to appease the child's restless spirit at given times. Let the child be so employed that he will have evident results of his labor. Nothing will encourage him more to attempt harder tasks than the fact that he has actually produced a useful article.

All mothers and teachers have no doubt seen the stamped sewing cards so much in use in primary grades. Personally, I do not approve of their repeated use, as there is no real end in view; but they may be the basis for useful manual work—that is, the picture quilt.

There is not one phase of the whole work that does not present an opportunity for the development of the child's mind. Here lies the opportunity to teach the child the use of the foot rule and

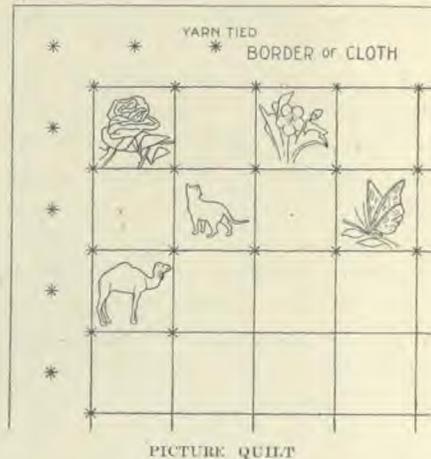
its divisions. It will be surprising to see the rapidity with which he will grasp the idea that a square foot of white cotton can be cut into four six-inch pieces. He will match the separate pieces to prove to himself that they will actually make one piece so large. He has gained knowledge first-hand.

When he has mastered the idea of the six-inch division by preparing several, allow him to choose a card design that can be reproduced on that little quilt block. His choice may rest on some object sketch entirely foreign to him; but give him the privilege of feeling that he is doing the entire work. After pricking the card with a heavy pin, teach him to fasten the card firmly to the corners of the block, and then mark with a sharp point. To join these dots will be a pleasure, as the end in view is a finished picture.

The square of cloth fastened in small embroidery hoops presents a new part of the work. Let him master the use of the needle, thimble, and thread. Colored silk floss is the best to use, as it will not fade easily in washing. In outline stitch let him follow the copied picture. Every block may have a different picture, and several shades may be used throughout. When enough blocks have been made, they may be put into larger blocks, and these into the whole. Alternate blocks of white may be used between the pictured ones. Finish the whole with a border of pretty cloth, and in the usual way.

The child's interest does not lag, as there is variety each day. His eagerness to know of the objects he is sewing, will give rise to nu-

merous privileges for the mother to impart the early principles of nature study and its connection with God's great universe. For instance, the natural receptacle for the hiding of the young kangaroo in time of danger would illustrate that God cares for the animals as surely as he has provided



a means of protection to the baby leaves by the little hardened cases around them.

The fact that the child himself has done the work will cause him to have a pleasure and a degree of pride in its completion, which will be your reward. The advantages to him are many. He has learned,—

1. One use of the foot measure and its divisions.
2. Exactness — by tracing, sewing, and cutting.
3. Neatness.
4. Application.
5. The culture of hand and brain.
6. The desire to finish a thing begun. (The blocks are small, and he does not tire of them before they are finished.)

7. A general knowledge of the objects he is using, and the silk and cotton production.

8. Closer companionship between child and mother.

9. A strengthened faith in the greatness of the Creator.

Wishing you much success in your work, I am truly yours,

S. GERTRUDE RAMSEY.

### School Credit for Home Work

IN almost every phase of school work improvements are being made. Educators are finding ways of overcoming difficulties, and practical education is being emphasized as never before. Lack of facilities and equipment has long impeded progress in industrial lines. But even this obstacle is being overcome in a very simple and effective manner.

In *School Progress* of March, 1914, Caroline Wasson Thomason says, among other things: "Many of the new county superintendents are enthusiastic over the L. R. Alderman school credit for home work plan. Besides the county superintendents, there are also a large number of city superintendents who are trying out the Oregon idea."

Miss Thomason speaks especially of Mrs. Elizabeth Sterling, of Clark County. She says: "Immediately upon entering her office, Mrs. Sterling began working out a report card suitable to the conditions of her county. These cards she sent to all her rural teachers with recommendations that the teacher should use her judgment in adjusting the plan to her particular district. The results all

over the county have been highly satisfactory. The teachers who are using it, Mrs. Sterling has found, are the real wide-awake teachers who realize that the little extra effort in presenting the plan is made up for many times in the interest and cooperation the idea seems to arouse in the pupils. 'A man came to me a few days ago,' said Mrs. Sterling recently, 'and asked me what we were doing in the schools that the children seemed to take so much interest in the home work. "I never have a chance to make the fires mornings any more," he said. "My boy is out of bed, and downstairs, and has all the fires lighted before I can get dressed. Then he goes out to start the chores."' Mrs. Sterling has found very few teachers who are unwilling to introduce the plan.

Every pupil who receives this credit must perform eight hours of faithful, helpful work around home every week, or thirty-two hours a month. Parents are instructed to refuse to sign cards unless the duties are cheerfully performed.

This plan answers the objection we so often meet concerning the lack of room and facilities for industrial work in the church school.

### A Simile (?)

"THE owner of fine horses will spend a portion of each day with his trainer. This is as it should be. The parent of fine children will visit the school once a year if the teachers will prepare an exhibition.—*County Supt. Job Wood, Jr., Salinas, Cal.*

# Christian Education

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

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## School Notes

UNION COLLEGE reports an opening enrollment of 236. Though slightly less than last year, there is a larger proportion in the homes, and a prospect of an early and substantial increase.

Walla Walla College enrolled 32 per cent more than last year, though we do not know the number. The total enrollment last year was 254.

Washington Missionary College had registered 149 at the end of the first week. Every room in the homes is full.

Pacific Union College made an increase of 35 per cent over last year, the enrollment at the end of the first week being 241, against 179 last year. About 75 of these are taking college work, with 12 already registered for graduation from the college course, and between 40 and 50 from all courses. Seven tents and every other available nook and corner are filled with students.

Emmanuel Missionary College had a first-day enrollment of 180, as against 140 last year. By the end of the eighth day this had increased to 212. About 50 of these were influenced by other students to come this year.

Mount Vernon Academy reports an enrollment of 136 at the end of the first week.

Maplewood Academy began its eleventh year with 88 students, the highest number ever present at the beginning.

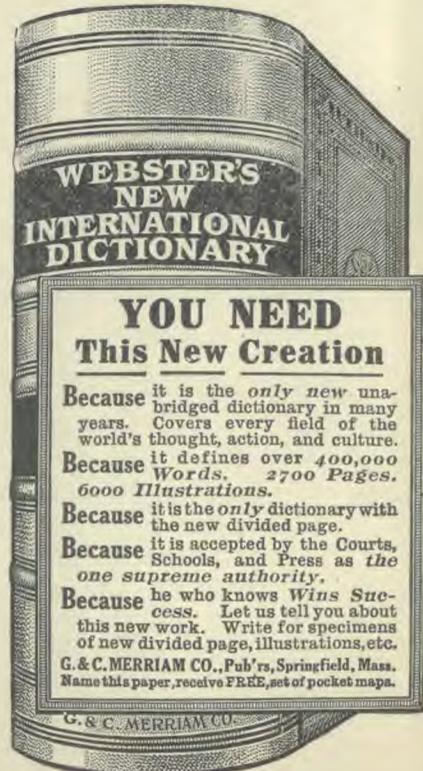
On this page will be found an advertisement of the Webster's New International Dictionary and Reference History of the World, published by G. and C. Merriam Co., Springfield, Mass. (the original Noah Webster Dictionary House). It is a most remarkable volume. This will interest our teachers and friends who are always looking for the best. Send for a set of Pocket Maps.

Local people can make inquiries of Mr. F. G. Richards, Room 211, Jenifer Bldg., 414 7th St., N. W., Washington, D. C.

Adelphian Academy reached an enrollment of 70 the first week, with an increase of 15 S. D. A. students over last year, and a larger proportion of dormitory students.

Williamsdale Academy began with four more than the year before, with good prospects of doubling the enrollment.

Bulletin No. 12, by Ella King Sanders, is made up of outlines for Primary Bible Nature, prepared by lessons on a systematic plan, and packed with most helpful devices and suggestions. Price, 15 cents.



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# Washington Missionary College



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