

Special for Educational Sabbath, August 8

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. V

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No. 10

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Emmanuel Missionary College

THE SCHOOL OF OPPORTUNITY



OUR AIM:
To train for the Master's use
Read page 303

Emmanuel Missionary College
Berrien Springs - - Michigan

Washington Missionary College



College Equipment

The College will expend between \$3,000 and \$4,000 on added equipment before the next school year opens. The Science Department will be well equipped. A course in carpentry has been planned, and a teacher and practical mechanic has been employed. A building provided with benches, tools, and appliances for teaching the theory and practice of carpentry will be erected. Many books will be added to the library. These and other improvements will be made without adding to the College debt. Friends of the College are being invited to assist. A leaflet containing extracts from the Testimonies regarding the College at Washington, together with contributions from Elders I. H. Evans, W. T. Knox, and W. A. Spicer, has been prepared, with an appeal for equipment for the institution.

The plan of the board of managers, in harmony with instruction which has come regarding the school, is to provide a faculty and equipment such as are demanded at the headquarters of the work and the capital of the nation.

FOR CALENDAR, APPLY TO THE PRESIDENT,

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

A Message to Our Youth

God requires the training of the mental faculties. He designs that his servants shall possess more intelligence and clearer discernment than the worldling, and he is displeased with those who are too careless or too indolent to become efficient, well-informed workers. The Lord bids us love him with all the heart, and with all the soul, and with all the strength, and with all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator.

If placed under the control of his Spirit, the more thoroughly the intellect is cultivated, the more effectively it can be used in the service of God. The uneducated man who is consecrated to God and who longs to bless others, can be, and is, used by the Lord in his service. But those who, with the same spirit of consecration, have had the benefit of a thorough education, can do a much more extensive work for Christ. They stand on vantage ground.

The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others. None can know where or how they may be called to labor or to speak for God. Our Heavenly Father alone sees what he can make of men. There are before us possibilities which our feeble faith does not discern. Our minds should be so trained that if necessary we can present the truths of his Word before the highest earthly authorities in such a way as to glorify his name. We should not let slip even one opportunity of qualifying ourselves intellectually to work for God.—*Christ's Object Lessons*,

page 333.

A Plea to Our Youth

Let the youth who need an education set to work with a determination to obtain it. Do not wait for an opening; make one for yourselves. Take hold in any small way that presents itself. Practice economy. Do not spend your means for the gratification of appetite, or in pleasure seeking. Be determined to become as useful and efficient as God calls you to be. Be thorough and faithful in whatever you undertake. Procure every advantage within your reach for strengthening the intellect. Let the study of books be combined with useful manual labor, and by faithful endeavor, watchfulness, and prayer, secure the wisdom that is from above. This will give you an all-round education. Thus you may rise in character, and gain an influence over other minds, enabling you to lead them in the path of uprightness and holiness.—*Mrs. E. G. White*.

CHRISTIAN EDUCATION

Vol. V

| Washington, D. C., August, 1914

No. 10

Readings for Educational Sabbath

Aug. 8, 1914

Devoted to the Interests of Our Colleges and Academies

SUGGESTIVE SCHEDULE

Opening Hymn: "Baptize Us Anew," "Christ in Song," No. 134.

Reading: "A Message to Our Youth," opposite page.

Prayer.

Hymn: "Holy River," "Christ in Song," No. 347.

First Reading: "Our Colleges."

Second Reading: "Our Academies."

Hymn: "Higher Ground," "Christ in Song," No. 489.

Third Reading: "Fill All Our Schools This Autumn."

Last Reading: Any other matter desired in this number of the journal, closing with "A Plea to Our Youth," opposite the first reading.

Closing Hymn: "Revive Us Again," "Christ in Song," No. 396.

FIRST READING

Our Colleges

To Save Our Youth

GOD would not have us in any sense behind in educational work. Our colleges should be far in advance in the highest kind of education. . . . If we do not have schools for our youth, they will attend other seminaries and colleges, and will be exposed to infidel sentiments, to cavilings and questionings concerning the inspiration of the Bible.—"*Counsels to Teachers, Parents, and Students*," by Mrs. E. G. White, page 45.

Listen to this amazing statement of the teachings of the colleges of the day, prepared by the editor of the *Cosmopolitan* magazine as a foreword to a series of articles written a short time ago by Mr. Harold Bolce, after having completed a study of American colleges, extending over two years:—

What Mr. Bolce sets down here is of the most astounding character. Out of the curricula of American colleges a dynamic movement is upheaving ancient foundations and promising a way for revolutionary thought and life. Those who are not in close touch with the great colleges of the country will be astonished to learn the creeds being fostered by the faculties of our great universities. In hundreds of classrooms it is being taught daily that the decalogue is no more sacred than a syllabus; that the home as an institution is doomed; that there are no absolute evils; that immorality is simply an act in contravention of society's accepted standards; that democracy is a failure, and the Declaration of Independence only spectacular rhetoric; that the change from one religion to another is like getting a new hat; that moral precepts are passing shibboleths; that conceptions of right and wrong are as

unstable as styles of dress; that wide stairways are open between social levels, but that to the climber children are encumbrances; that the sole effect of profligacy is to fill tiny graves; and that there can be and are holier alliances without the marriage bond than within it. These are some of the revolutionary and sensational teachings submitted with academic warrant to the minds of hundreds of thousands of students in the United States. It is time that the public realized what is being taught to the youth of this country. "The social question of today," said Disraeli, "is only a zephyr which rustles the leaves, but will soon become a hurricane." It is a dull ear that cannot hear the mutterings of the coming storm.

The statements here given are largely quoted from verbatim reports of the teachings of college professors from Boston to San Francisco, and Michigan to the Gulf, and it is indeed "a dull ear that cannot hear the mutterings of the coming storm." Such teachings as these received by the 229,000 students of 493 institutions of higher learning offer at once an explanation of the great movement downward of the moral and spiritual standards of the world.

Now there is an enormous responsibility resting upon a people professing to have a message of power that will strengthen the struggling soul to stand against the currents of this maelstrom of degeneracy. From these colleges of the world come the editors, teachers, preachers — molders of the mind of tomorrow. They are educated to despise faith, and if our young people are in such colleges they will be likewise educated. It is high time that as a

people we greatly strengthen the work of our educational institutions, from the church school to the college. There has been, particularly during recent years, a constant upward tendency, but we need to redouble our efforts. These institutions must be well equipped, first of all with consecrated, well-trained instructors; secondly, with libraries and equipment so that a practical education in simple faith and godly life may be given to the students of these schools. It is high time that we consecrate ourselves to the training of every young man and woman in our ranks for vigilant warfare in this last great spiritual battle of all time.

Educate for the Ministry

Too little attention has been given to the education of young men for the ministry. This was the primary object to be secured in the establishment of the college. In no case should this be ignored or regarded as a matter of secondary importance.—"*Counsels to Teachers, Parents, and Students,*" by Mrs. E. G. White, page 86.

The important and sacred calling of the gospel ministry should appeal strongly to the earnest, intelligent young man of this denomination at this time. The demand for wide-awake, consecrated, well-trained ministers is far greater than the supply. It is one of the greatest needs of the cause today, and is second to no other in importance. From one to two hundred Spirit-filled, well-trained evangelists could be located in various places in the homeland and in the mission field, with very little delay. The rapid growth of our work in the regions beyond has

drawn upon the ministerial forces in this country to an almost alarming extent. Our conferences in America have freely given of their best for the mission fields, and often have done so to the limiting of their own work.

The only way of strengthening the ministerial force in the homeland is by encouraging many of our brightest and most intelligent young men to prepare for the ministry. Surely it is a worthy calling, than which there is none more important, and a college course is none too long for that purpose.

Educate for Teaching

While right principles and correct habits are of first importance among the qualifications of the teacher, it is indispensable that he should have a thorough knowledge of the sciences. With uprightness of character, high literary acquirements should be combined. If you are called to be a teacher, you are called to be a learner also. If you take upon yourself the sacred responsibility of teaching others, you take upon yourself the duty of becoming master of every subject you seek to teach.—*Id.*, page 199.

Elsewhere in the word of testimony we are told that "in selecting teachers we should use every precaution, knowing that this is as solemn a matter as selecting persons for the ministry." This being so, the teacher must be as fully "under discipline to Christ" as is the minister. He will never rest content till he has attained high standard in knowledge of the sciences and in literary acquirements pointed out in the quotation above. Nothing will satisfy him but "mastery of every subject" he is to teach.

How great is the demand, and how many the opportunities, for efficient teachers in our organized work today! Our five hundred church schools need constant recruits, and these, too, from college-trained young men and women. Our seventy-five academies and seminaries are hard put to for sufficient teachers qualified to carry their work in a strong way. Our colleges are in continual anxiety about keeping their faculties up to a teaching strength befitting the cause we profess. Training schools and mission schools the world over are calling for more and more teachers to help press the conquest of the cross.

Our colleges must develop these teachers, and our students must avail themselves of every resource offered by the colleges in order to meet the standard set before us.

Develop Missionaries

It was a means ordained of God to educate young men and women for the various departments of missionary labor that colleges were established among us. It is God's will that they send forth not merely a few, but many laborers.

The Lord has ordained that with those who preach the word shall be associated his medical missionary workers,—Christian physicians and nurses, who have received special training in the healing of disease and in soul winning. Medical missionaries and workers in the gospel ministry are to be bound together by indissoluble ties. Their work is to be done with freshness and power. By their combined efforts the world is to be prepared for the second advent of Christ.—*Id.*, pages 514, 468.

Higher standards of attainment than heretofore are required for workers going to mission fields.

New and trying conditions present themselves. Strange people are to be met and labored for. In fact, the missionary finds himself in a different world. Schools and dispensaries are to be maintained and fostered. A difficult language, taxing the powers of accomplished students, is to be studied until a working knowledge of it is gained.

All classes in all lands and in all languages are to be met with the message of present truth. We have but a short time to work, and the message should be placed before them in the most convincing way possible, demanding the highest standard of piety and attainment.

Teach Useful Labor

("Counsels to Teachers," pages 292, 293, 313)

"We are reformers. We desire that our children should study to the best advantage. In order that they may do this, employment should be given them which will call the muscles into exercise. Daily systematic labor should constitute a part of the education of the youth. . . . Very many youth who have gone through a college course have not obtained that true education that they can put to practical use."

"Culture on all points of practical life will make our youth useful after they shall leave the school to go to foreign countries. They will not then have to depend upon the people to whom they go, to cook and sew for them, or to build their habitations. And they will be much more influential if they show that they can educate the ignorant how to labor with the best

methods and to produce the best results."

The Parents' Part

("Counsels to Teachers," page 91)

"But the teacher should not be expected to do the parents' work. There has been, with many parents, a fearful neglect of duty. Like Eli, they fail to exercise proper restraint; and then they send their undisciplined children to college, to receive the training which the parents should have given them at home.

"The teachers have a task which few appreciate. If they succeed in reforming these wayward youth, they receive but little credit. If the youth choose the society of the evil-disposed, and go on from bad to worse, then the teachers are censured and the school is denounced. In many cases the censure justly belongs to the parents. They had the first and most favorable opportunity to control and train their children, when the spirit was teachable, and the mind and heart were easily impressed. But through the slothfulness of the parents, the children are permitted to follow their own will, until they become hardened in an evil course.

"Let parents study less of the world, and more of Christ; let them put forth less effort to imitate the customs and fashions of the world, and devote more time and effort to molding the minds and characters of their children according to the divine Model. Then they could send forth their sons and daughters fortified by pure morals and a noble purpose, to receive an education for positions of usefulness and trust."

SECOND READING

Our Academies

Part I: Selections From "Counsels to Teachers, Parents, and Students,"
by Mrs. E. G. White

Highly Essential

"INTERMEDIATE schools and academies are highly essential. In these schools thorough work is to be done; for many students will go forth from them directly into the great harvest field. They will go forth to use what they have learned, as canvassers, and as helpers in various lines of evangelistic work. Many workers after laboring for a time in the field will feel the need of further study, and with the experience gained in the field will be prepared to value school privileges, and to make rapid advancement. Some will desire an education in the higher branches of study. For these our colleges have been established.

Why Necessary

"In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavor to send them to schools where they will obtain an education based on a Scriptural foundation. Upon every Christian parent there rests the solemn obligation of giving to his children an education that will lead them to gain a knowledge of the Lord, and to become partakers of the divine nature through obedience to God's will and way.

Their Aim

"It is not wise for a new school to lift its banner and promise to do a high grade of work, before

proving that it is fully able to do preparatory work. It should be the great aim in every intermediate school to do most thorough work in the common branches.

"The Word of God is to lie at the foundation of all the work done in our intermediate schools. And the students are to be shown the true dignity of labor. They are to be taught that God is a constant worker. Let every teacher take hold heartily with a group of students, working with them, and teaching them how to work. As the teachers do this, they will gain a valuable experience. Their hearts will be bound up with the hearts of the students, and this will open the way for successful teaching.

Their Scope

"You will certainly make a serious mistake if you undertake, with a few students and a few teachers, to do the advanced work that is carried forward with so much difficulty and expense in our larger schools. It will be better for your students and for the school, for those who require the advanced studies, to go to the college, and thus leave your faculty free to devote their best energies to doing thorough work in teaching the common branches.

"Secure a strong man to stand as principal of your school, a man whose physical strength will support him in doing thorough work as a disciplinarian; a man who is qualified to train the students in

habits of order, neatness, and industry. Do thorough work in whatever you undertake. If you are faithful in teaching the common branches, many of your students could go directly into the work as canvassers, colporteurs, and evangelists.

Their Supervision

"It would be a sad mistake for us to fail to consider thoroughly the purpose for which each of our schools is established. This is a matter that should be faithfully studied by our responsible men in each union conference, in order that the youth may be surrounded

by circumstances the most favorable for the formation of characters strong enough to withstand the evils of this world.

Who Should Help

"Every man and woman in our ranks, whether a parent or not, ought to be intensely interested in the Lord's vineyard. We cannot afford to allow our children to drift away into the world and to fall under the control of the enemy. Let us come up to the help of the Lord, to the help of the Lord against the mighty. Let us do all in our power to make our schools a blessing to our youth."

Part II: "Let Us Go On to Perfection"

It is a matter for deep gratitude that there is no missing link in our denominational chain of schools. One end is made secure at the home school base, and it extends from there by way of the church school, the intermediate school, the academy, and the seminary, through to the college, which is the portal to the highest efficiency in field service. The correspondence school serves as a swivel in the chain to keep out the kinks. The Roman Catholic Church, with its numerical strength and its centuries of educational history in the United States, is just now beginning to fit in the last connecting link in its system—the high school. But our denomination, with a bare forty years of educational experience, has been developing, under the blessing of God, a complete system for the last twelve years or more, until now all our stronger unions are amply provided with academies, and all our unions have

one or more. Our main task is to build strength into these schools.

In our educational growth, there is one fundamental truth we must never lose sight of; namely, that the strength of a chain is measured by the strength of its weakest link. We may as well acknowledge that in our academies there is room for increase of strength. This is not saying that we have not a number which are doing a noble and a strong work, but some are not yet recruited up to that efficiency which the cause we profess demands. This is owing to several causes, one of which is that in some places their number has been increased more rapidly than we were able to man and manage them the most successfully. Another cause is that in some places there has been a tendency to extend their scope from ten to twelve grades prematurely. One reason lying behind this cause has been a tendency to confine our attention

too much to local conditions, and to give students too little encouragement to press on in their education to the college, and gain a better fitting for service. This is a remnant of the same localizing tendency that prevailed in the work of the entire United States some years ago, until the strong tide set in missionward which has proved so great an uplift to the work at home.

The bidding of the Master is, "Lift up your eyes, and look on the fields." This command we must observe in all our efforts lest we narrow the horizon of the work God has given us to do. All our academies can well afford to keep it in mind in their relation to our colleges, for when we have all done all we can to push our students on to more thorough preparation, there will still remain a large majority who will go into some line of work directly from our academies. Such a view will not weaken, but broaden and deepen and strengthen, their work, even as our foreign mission work has greatly built up the work at home.

On the other hand, when we look on the local field of our academies and see the large number of our young people who are still in the secular schools or not in school at all, and then observe what our own schools are doing for those who attend them, our hearts burn within us. We *must* get more of our youth into our academies. Some of those not in our schools say they lack the means for going to a boarding school, especially for going away to college. Others there are whose parents regard as too young to send from home to either an acad-

emy or a college. Shall we not hope and pray, and shall we not earnestly work, to the end of making our academies so efficient, so well-conducted, and so safe that our younger people will be as secure there in every respect as at home, and even more so? This has been accomplished in many boarding schools of the world, and that, too, where younger pupils are received than at ours; it can be done also in ours if we only set about it with a determination that knows no defeat, and that will work in the spirit of the instruction in the first part of this reading. In fact, it has been done in some of our academies already.

Then let us strive to use vigorously every way and means suggested in our next reading, of helping those who are financially weak. We confidently look forward to the time when we shall have more twelve-grade academies, but before that time comes we must develop fully all the possibilities of our ten-grade schools within their legitimate scope, and recruit the twelve-grade schools we now have, up to the strength which their name implies, or let them attempt nothing beyond ten grades. We should not rush headlong even in the right direction, but stand in the place where we are content, if it please the Lord, to serve him in a ten-grade school the rest of our lives. There is no nobler, more exalted calling, no place of greater responsibility, no service that will bring greater returns for the kingdom of heaven, than the work in our academies. It deserves the best-educated, most consecrated teaching talent among us.

THIRD READING

Fill All Our Schools This Autumn

It is an alarming fact that the advanced courses in our colleges, seminaries, and academies have not been appreciated as they should be. We have five colleges, yet there are scarcely more students doing college work than would fill one of these. In other words, these five institutions, which have been equipped and are being maintained at large expense, have only sufficient college students to fill one institution.

Our schools are now prepared to take children when old enough to enter school, and carry them through the church school, the intermediate school, the academy or seminary, and the college, covering, in all, sixteen grades. There are ninety colleges, academies, seminaries, and intermediate schools, having, in all, a student capacity of 10,418. Facilities are, therefore, provided for every young man and woman who wishes to obtain a good education under the direction of Christian teachers.

Ways and Means

In order to fill all the rooms and all the seats in all our colleges, seminaries, and academies, we must all pull hard, and all pull together. When the gospel of Christ is received, it stirs to activity the heart of every believer. All share alike the responsibility of giving the gospel to others. The education of our youth is as truly gospel work as the teaching of the heathen, for it not only wins our boys and girls to the truth and establishes them in it, but it also pre-

pares them to go out and win other souls to Christ. The responsibility, then, of educating our young people does not rest upon parents alone, nor upon their sons and daughters alone, nor upon those churches alone where these young people live; the responsibility rests upon every Seventh-day Adventist believer. Let us notice some of the particular ways and means of filling our schools this autumn: —

1. Let every young person of suitable age determine to put himself through school. This is the best plan of all, for there is as much education in the process of putting oneself through as in what he gets out of his schooling. Not long ago the president of a union conference said: —

I want to give my decided testimony, that after more than fifteen years of actual touch with the problem I have never yet seen a young person,— man or woman,— no matter in what circumstances he may have found himself, who, if he has been determined to put forth the efforts demanded, has failed in securing for himself a college education.

Ways of doing this are through canvassing, stenography, book-keeping, teaching, assistant teaching, plying a trade, practicing economy of time and money, safeguarding the health,— and keeping persistently at it.

2. Let parents assist their sons and daughters — not merely when it is convenient, when the money can be spared as well as not, but when it means the giving up of some other cherished plan; when

it means sacrifice, it may be, of a cow, of a new machine, of a new suit of clothes, of new paper on the wall, of a proposed trip. Parents must be willing to decrease that their children may increase in usefulness for God.

3. Let parents whose children have been educated, feel an equal interest in helping others educate theirs. All are devoted to the same cause and working to the same end.

4. Let all who have no children, whether married or single, sense their spiritual responsibility to assist the financial orphans in their church.

5. Let that church which has no children of school age pledge and pay a monthly amount to some neighboring church that has more children than it can educate, or contribute to a conference fund to be distributed to the places of greatest need. Is not the church of Christ on earth all one?

6. Last October the executive committee of the General Conference and the North American Division Conference, in joint session, adopted the following plan for their Educational Departments: —

That a plan of tuition scholarships of fifty dollars each be arranged which shall provide for the tuition of acceptable young people in our colleges who have finished at least an academic course in one of our schools, and who wish to take further training for either the ministry, teaching, or other definite line of gospel work; and that these scholarships be provided in the three following ways: —

a. That each of our conferences be recommended to provide two or more permanent tuition scholarships.

b. That our larger publishing houses be encouraged to provide three or more permanent tuition scholarships in educational institutions in their respective territories, available to students who have

earned two tuition scholarships in the canvassing work.

c. That persons of private means be encouraged to endow permanent tuition scholarships in our advanced schools, either by payment annually of the sum of fifty dollars for each scholarship, or by the gift of one thousand dollars as a permanent fund whose interest will provide one scholarship annually.

The meaning of this plan is that the scholarship of fifty dollars provides for the tuition only, while the cost of board, room, and books is met by the student in some way. These scholarships are available to,—

a. Those who are studying for the ministry, either those who are already licentiates with a promising field experience, and who wish to build up their education; or students who have been tested in gospel work during the school year and in summer vacations. In either case they must be recommended by the conference committee.

b. Those who have served in a promising way as teachers or assistant teachers, but who need to build up their education; and those whose work in preparing to teach shows special adaptability to that calling.

c. Those who have been tested in Bible, colporteur, or medical evangelistic work, and need further preparation; and those who show special fitness for these callings.

The scholarship plan is being taken up already in a most encouraging way by our conferences, our publishing houses, and persons of private means. What we need is a much larger response, that this noble work of developing more efficient laborers may go forward.

Denominational Textbooks

The following graded textbooks, written for use in our denominational schools, have been approved and adopted by the Educational Department of the General Conference:—

FIRST GRADE	Bible and Nature Outline Patterns, Set 1	\$.25	
	True Education Reader, Book 1 .....	.60
SECOND GRADE	Bible and Nature Outline Patterns, Set 2 .....	.25
	True Education Reader, Book 2 .....	.60
	Outlines in Spelling for Grade 2 .....	.05
THIRD GRADE	Bible and Nature Outline Patterns, Set 3 .....	.25
	True Education Reader, Book 3 .....	.75
	Outlines in Spelling for Grade 3 .....	.05
	Sight-Singing Notebook, Nos. 1, 2, combined .....	.35
	True Education Reader, Book 4	1.00	
FOURTH GRADE	Outlines in Spelling for Grade 4 .....	.05
	Sight-Singing Notebook, Nos. 1, 2, combined .....	.35
	McKibbin's Bible Lessons, Book 1 .....	.90
	Bible Nature Series, Book 1	1.20	
	Nature Study Notebook, Part 1 .....	.40
FIFTH GRADE	True Education Reader, Book 5 .....	.90
	Outlines in Spelling for Grade 5 .....	.05
	Sight-Singing Notebook, Nos. 1, 2, combined .....	.35
	McKibbin's Bible Lessons, Book 2 .....	.90
	Bible Nature Series, Book 2	1.35	
SIXTH GRADE	Nature Study Notebook, Part 2 .....	.40
	True Education Reader, Book 6	1.00	
	Sight-Singing Notebook, Nos. 1, 2, combined .....	.35
	McKibbin's Bible Lessons, Book 3	1.20	
	Bible Nature Series, Book 3	1.50	
SEVENTH GRADE	Nature Study Notebook, Part 3 .....	.40
	True Education Reader, Book 7	1.00	
	Sight-Singing Notebook, No. 3 .....	.25
	McKibbin's Bible Lessons, Book 4	1.20	
	Bell's Grammar, Book 3 .....	.80
EIGHTH GRADE	True Education Reader, Book 7	1.00	
	Sight-Singing Notebook, No. 3 .....	.25
	Bell's Grammar, Book 3 .....	.80
	Outline Lessons in Prophetic History .....	.15
	Bible Nature Studies	1.00	
OTHER SCHOOL TEXTS	Counsels to Teachers, cloth	1.00	
	Counsels to Teachers, leather, limp	1.50	
	Essentials of English .....	.75
	Fundamentals of Geology	1.25	
	Nature Study Notebook, complete .....	.85
	New Testament History	1.00	
	Science in the Bible .....	.30
	Selections for Our Little Folks .....	.60
	Sight-Singing Manual	1.00	
	MANUALS IN PREPARATION	Arithmetic Manual	Bible Lessons Manual
		Domestic Science Manual	Drawing Manual
	Nature Study Manual	Primary Reading Manual	
	Sewing Manual		

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Kansas City, Mo.

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EDITORIALS

Our Textbooks

DURING the past ten years or more some very earnest work has been done in developing textbooks suitable to the aims of our schools. That pronounced success has been attained in most of these efforts, is the testimony of a majority of our best teachers. We have had many obstacles to work against, and we do not say that perfection has been reached. Revision and improvement can be made and will be made in new editions, and as our experience grows, better editions will be brought out the first time. But when we compare the present situation on the textbook question in our schools, with that of ten years ago, there is room for deep gratitude for the progress that has been made.

It has become apparent to us, however, that in some places considerable liberty has been taken in substituting other books for our own. We want every teacher to cherish the spirit of securing and using the best that is to be had, but we advise that no hasty conclusion be formed on what is best. Teachers sometimes fail of setting a just estimate upon a book for lack of studying the author's plan sufficiently to understand and apply it well. This is one reason why Bell's Grammars have been set aside by some for other grammars of more mechanical method and sadly lacking in the wholesome, refreshing flavor and the deep moral undertone so characteristic of Professor Bell's literary selections and in-

struction. This is also a reason why some have not had the best results from using the series of readers and nature-study books.

What should govern us in the selection of books? Should personal fancy?—Surely, no. Should individual judgment alone?—No, not if we are to have a denominational system of strength. Should the price govern?—No, for our children can get textbooks free in many of the secular schools. Why should we have Christian schools at all if we continue using non-Christian textbooks in cases where we have books of our own? That would be like putting old wine into new bottles, which, the Bible tells us, results in disaster.

We wish to call the attention of all our readers to the excellent classification of our own textbooks and supplies, arranged by the Pacific Press, on the opposite page. We appreciate their putting this matter into such attractive form. Study that list. Keep it by you for reference. Do not be tempted to go aside to the public schools for anything you can find there.

Our Message

OUR colleges occupy a place of great importance in the finishing of our message to the world. Educational standards have been greatly advanced during the time since this closing message to the world began its work, and today only educated men can best cope with the great problems which confront the world. This does not

ignore the importance of the Spirit-filled life, but the educated man who knows the power of prayer and of a completely consecrated life, is the one whom this work absolutely demands.

Our message is a peculiar one, differing in many vital respects from that given by any other people, and the education necessary to carry this message must be correspondingly different. As it is impossible to secure a training for medical work at a law school, so it is just as impossible to secure a training for service in this three-fold message in a college of the world. One has but to observe in a casual way the general trend of the education of the day to recognize its unfitness for our demands.

The standards of teaching affect the home, the church, the government, and all the fields of thought. It is no exaggeration when we say that faith — that simple faith by which men are saved — is scoffed at by the teachers of the moral sciences in our most prominent institutions of the world. There has come into these teachings a popular movement away from faith. Now young men and women cannot listen to this instruction and be inspired with that simple and yet firm faith which inspired the holy men of old, who through it "subdued kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions, quenched the violence of fire, escaped the edge of the sword, out of weakness were made strong, waxed valiant in fight, turned to flight the armies of the aliens." This same faith, and even a greater, is needed today. G.

Our Duty to Improve

THE order of life in both the animal and the vegetable kingdom is growth. The hyssop that springs out of the wall; the tree by the riverside; and the grain of corn, though having lain in the sarcophagus of a Pharaoh a thousand years, each, if placed under favorable conditions, will grow. So it is with man; like the trees and flowers, it is his duty to grow.

Not only is the law of growth clearly shown in nature, but also in the teachings of Christ. The parable of the talents teaches us the law of responsibility. Each man is given one or more talents to improve.

Not only the law of responsibility operates in the natural world, but also the law of retribution. The man who was given one pound gained ten others. He was called a good and faithful servant. But he who wrapped his pound in a napkin, and refused to use it, was called a wicked and slothful servant. His pound was taken from him, and given to the man who had gained ten pounds. "Use and improve, or lose," is the sentence rendered by the court of the universe upon every man and every woman. The fish in Mammoth Cave once had eyes; in the darkness they did not use them. Now they have but the rudiments. The Hindu fakir, sitting on the ground, refusing to rise, finds his muscles becoming stiff, and finally inactive and wasting away. His power of locomotion is gone, and others must carry him about. So it is that in the deepest tones of nature He who made us says in a thousand ways, "Use and improve, or lose." S.

Facts About Emmanuel Missionary College

BY O. J. GRAF, PRESIDENT

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

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

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

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

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

Five years of Bible

Six years of history

Seven years of English

Eight and one-half years of science

Five years of mathematics

Sixteen years of Languages; Greek, Hebrew, Latin, German (four years), Spanish, French

One year of philosophy

Ten lines of industrial studies

and trades: agriculture, cooking, sewing, carpentry, printing, proof reading, domestic science, dairying, broom making, painting, and plumbing

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

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

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

FINANCE.—The school has paid all expenses and made improvements during the past three years without increasing its debt.

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

GRADUATES.—During the past six years, not counting this one, we have graduated ninety-two students. Of this number, seventeen are pursuing advanced studies, all, with one exception, in our own schools. Of the remaining eighty-five graduates, seventy-seven, or more than ninety per cent, entered actively into our organized work. The graduating class this year numbers thirty. They are all earnest Christians, and are planning for nothing else but to take up service in the Lord's work. Each year we send out about sixty students into the various lines of missionary work.

MOTTO.—"First Things First."



SOME OF THE FOUNDERS, PRESIDENTS, TEACHERS



AND STUDENTS OF BATTLE CREEK COLLEGE

Washington Missionary College

BY J. L. SHAW, PRESIDENT

THE Foreign Mission Seminary has been doing an important and extended work the past seven years in turning the minds of young men and women toward the needy mission fields, and in giving them lines of instruction specially adapted to the needs of workers in foreign lands. Students have come to the institution by the score.

gram of preparation of recruits for the foreign fields. The Mission Board has come to depend very heavily upon the Foreign Mission Seminary to keep under training a band of young men and women ready to go forward to the fields at any time.

The Seminary courses of study are planned to give the prospective missionary help just in those points where help is most needed.



WORKERS IN INDIA WHO WERE FORMERLY STUDENTS AT WASHINGTON

Every State in the Union has contributed of her sons and daughters for the Master's service beyond the seas, and of these the Seminary has inspired and assisted in training a large share.

Of the assistance which the Seminary is to the Mission Board in its foreign mission work, Elder W. A. Spicer says:—

Every year the needs of the mission fields press more heavily upon us. The enlarging work in all lands calls for a very definite pro-

Then, too, the fields are studied. The candidate's qualifications for the mastery of languages are taken under consideration, and sometimes a definite start is made in the acquirement of the foreign tongue. The fields are studied, and the Mission Board has opportunity to get acquainted with the candidates, and to make more intelligent appointments. It is a grave undertaking to send men and women to distant fields to labor under changed and often very difficult environments. A great variety of posts are to be filled in the far fields. It is most important

that the right man, should be appointed to the right place. The Foreign Mission Seminary has been greatly blessed as an agency under God in achieving this end.

At the time of the last General Conference, fifty-three students then in the Seminary were placed under appointment to fields abroad. Quite a proportion formed the company for the Asiatic Division. Later, the word came from that division: "Every one is making good. We could not have chosen better had we lived alongside of these workers and chosen them personally."

The Mission Board looks still to the Foreign Mission Seminary department of Washington College to be the gathering point for appointees on the way to the foreign field. It is a gateway through which we would gladly see a score

or two workers passing every year.

The Washington College will still carry on, in addition to its academic and college work, the Seminary department for the benefit of missionaries going to foreign fields. A score or more will be placed under provisional appointment the coming year. Those who have foreign fields in view should write to the Washington Missionary College, and obtain full information about candidates for foreign fields. Information concerning appointments, instruction given, and means of support while in training, will be given. Address all communications to the President, Washington Missionary College, Takoma Park, Washington, D. C.

Southern Training School

BY LYNN H. WOOD, PRINCIPAL

THE Southern Training School carries the educational work of the South, having for its constituency the Southern and Southeastern Unions. It is located at Graysville, Tenn., on the main line of the Queen and Crescent, thirty miles north of Chattanooga.

Fourteen grades of work are carried, giving special attention to the training of ministerial workers. Bible work will also be a strong feature. Lying close around the school are settlements and towns in which quite a little has been done already in presenting the message, twenty-five at one place having recently accepted the truth.

It is felt that before our young people become workers in the cause, they must have some prac-

tical training along spiritual lines before they finish their school work. Active campaigns with tracts and periodicals are planned, and a strong religious atmosphere is primarily sought for.

The library and laboratory facilities are not all that could be asked for, but at the present time constructive work is being rapidly done in both lines, and it is hoped that by another year the standard set by the Educational Department will have been reached.

Rich farming lands join the campus, where the students are taught agriculture and gardening. A good-sized carpenter shop, an up-to-date blacksmith shop, and a printing office furnish instruction along lines which are very needful in starting work in the South.

Going to College .

BY E. C. KELLOGG, PRESIDENT WALLA WALLA COLLEGE

WE are living under the fulfillment of the prophecy that "knowledge shall be increased." There have been marvelous changes in human interests during the past century, and these continue at a rapid rate. Among these movements in advance, educational standards have been raised to a high degree. Just here some are making failure. They think their children need no more education than *they* had. They do not realize that because of progress about them a college education for the youth of today is no more comparatively than a common school education was for themselves.

One gets an education in order to do more work and better work. Completing a college course is laborious; it means eight hours of hard study a day for four years; it means overcoming difficulties; it means developing a capacity for painstaking and continued hard work, whether one feels like it or not. One having studied Greek successfully for several years can reasonably be expected to learn a harder language in a foreign land. The college training fits one better to surmount obstacles of any kind.

The college student is surrounded by a stimulating atmosphere. The faculty members are men and women of intelligence, culture, and high ideals; the college mates have noble aspirations, and work for the accomplishment of great purposes. New intellectual interests are aroused, increased loyalty to truth is awakened, and added devotion to the

great principles of benevolence is fostered. Encouragement to make the best development of talent, and to reach the highest, truest, grandest success in life, is ever present.

Advanced education is necessary for leadership. Small and unimportant affairs of life can be carried on with little education, but great and important interests demand talent highly trained. This is true on every hand at home and abroad. More and more it is a fact that those standing at the head in commercial, industrial, social, public, or professional life are men and women of wide scholarship and extensive training. In these days of especially great enterprises, the third angel's message is the greatest and most important interest in the world; and the need of young men and women with high intellectual culture skillfully to lead in the work, is growing continually, and should be met.

No people since the beginning of the world have had such an important work, such responsibility, such inspiration as we have. The matter of being completely in harmony with the gospel and of having a training in its essential principles and preparing to give this message to the world in this generation, is the strongest stimulus possible to human beings. Our teachers and students with one accord pray and plan and work to this end. Students sharing these advantages to the completion of a college course may reasonably be expected to remain loyal to the truth.

Union College

BY H. A. MORRISON, PRESIDENT

UNION COLLEGE stands unique among our schools in many ways. Each of the facts given below goes to show her strength and influence throughout the denomination, and speaks for the quality and spirit of the work done:—

The president of every one of our colleges in the United States is either a graduate of Union College or a former teacher in that school. The principal of every academy in the Northern Union Conference is a graduate of Union College. The principals of many of our stronger academies, such as Mount Vernon and Graysville, are either graduates of or former teachers in Union College.

During the past three years, Union College has graduated 135 students, 44 from the college course. There are now engaged in our denominational work between 1,200 and 1,500 persons who received their preparation in Union College. Between 150 and 175 young men and women have gone out from this school to foreign fields.

During the past three years between 150 and 175 young people have been baptized while in attendance at Union College, as a direct result of her teachings and influence. In addition to this, many weak in the faith have been strengthened, and many backslidden souls have been reclaimed.

During the past year we very materially increased our equipment, thus strengthening our work and broadening the possibilities of the student. More than 1,000 volumes have been added to the li-

brary. These are all new books, specially chosen for our needs. The library now contains between 5,000 and 6,000 volumes of well-selected books. Our possibilities for increasing this part of our equipment next year are nearly as great as during the past year.

A great deal has been done to increase our laboratory facilities in the science department during the past seven or eight years. The past year alone we have spent more than \$1,200 in adding apparatus for this work.

In the industrial departments, instruction is given in printing, agriculture, laundering, mechanical engineering, domestic science, manual training, sewing, carpentry, and surveying. In addition to this instruction, the college operates a well-equipped printing plant, where from twelve to fifteen students have the opportunity to work for a considerable part of their expenses. This department has turned out more than \$3,700 worth of work this past year. The college also operates a laundry, equipped with modern machinery, which employs several students.

A large dairy is kept in connection with the college farm. All the milk for the college and the Nebraska Sanitarium is supplied from this dairy, and a large amount of surplus milk is sold in the city. All these departments are on a paying basis.

An excellent spirit prevails in the school, and with only a very few exceptions all have consecrated their lives to God.

Keene Academy

BY C. B. HUGHES, PRINCIPAL

OUR past year has been our best year. Not only have we had our largest enrollment, but also a larger proportion of our students have remained to the closing day. In our advertisement we speak of the very earnest efforts our students are making to increase our attendance.

The young people of our union conference are awaking to the fact that a better preparation is demanded for God's work than ever before. Another encouraging feature is that many of them are turning their attention to the Bible work and the ministry. During the past few years a special effort has been made to keep these branches of the work before them.

There is a very deep interest in the work of the Missionary Volunteers in our school. The secretaries in the State conferences are giving earnest attention to this work in the field, which gives the young people an excellent preparation for entering our academy. They come to us with an earnest spirit of Christian service, which enables them to receive that preparation for service which can be obtained only by those who serve.

The persistent work that is being done by the State secretaries to encourage our young people to take the Reading Courses, awakens a desire in the minds of many to come to the academy. We encourage this work in our school by having a public exercise the last Sabbath of the school year, when all teachers and students who have finished a Reading Course receive

their certificates. A very important part of a student's education is the fixing of a systematic, continuous habit of reading.

The spiritual interest has been good in our school throughout the year. The various bands of the Missionary Volunteers give experience to many young people in different lines of Christian activity. Many of our students are already in foreign fields, and there is a growing interest in the regions beyond. Nor do our students forget that there is much work to be done in our own land. Our conference presidents are looking to our school for ministers, Bible workers, teachers, secretaries, and colporteurs. Several of our students are at Loma Linda taking the medical course. Others are elsewhere taking the regular college course.

Our board is carefully considering the needs of our academy. Earnest effort is being put forth so to equip the school and to provide such a faculty that our students may receive the most efficient training for service.

An Endless School

A PROSPECTIVE student decided to put off his enrollment until the beginning of the new year or the new term, and inquired when that would be. In reply we told him that the Fireside Correspondence School has neither beginning nor end, or, rather, that it is always beginning and never ending. It is always open, and always at work, and likes to see other people doing the same. Come and join us.

HOME EDUCATION

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

A Letter to School Girls

MY DEAR GIRLS: I suppose you are a little upset since school is out, and you hardly know what to do with yourselves. But I think some of you will know. Ruth is up to her eyes before this in the sewing; for her mother is not very strong, and the children have outgrown their clothes. John and Fred will need half a dozen new waists, and the baby as many rompers. The twins will need a new white dress apiece, and Ruth herself will need something. By the time these things are off her hands, it will be time to get the school clothes ready for next year.

I can imagine Rose is busy, too; for Uncle John said the grain and fruit crops were unusually heavy this year, and he would need much hired help. I presume she is up with the birds, helping with the breakfast, and getting the pies baked for dinner before the heat of the day.

What a fine summer school this will be for both girls! Ruth will become quite proficient in the use of the needle and the sewing machine, and Rose will almost master the cooking art.

If I were you, dear friends, I should beguile the little mother into letting me change with her once in a while; for really you should learn to cook some simple things, and should have a chance to sew a little. Every woman

should learn to cook and sew nicely, even if she is able to hire helpers. For, you know, girls, what a time your mothers have had with inexperienced help. If they had not known how to do these things themselves, the results would have been disastrous, both from a financial standpoint and from the standpoint of family comfort.

I wish you girls could help Alice Smith. I heard from her mother not long ago, and she was quite perplexed about Alice. She said Alice was not contented. She wants to go out and work for wages, so she can buy finery and extra clothes, which her folks are not able to provide for her. You know the Smiths are not really poor people. Their children always look neat and tidy, and their home is furnished comfortably; but Alice has the wrong viewpoint. She does not realize that it is much better to have a home that is free to you, where you are surrounded by loved ones and can dress according to the means of the family, than to have a place to stay, with no one to care for you except for the service you may render.

I think it is such a pity girls sometimes get such false views of life. Girls of moderate means think they must dress as well as the girls of wealthy homes. They do not realize it is very poor taste

to dress beyond their means. Extravagance is a vice which sometimes creeps into otherwise respectable families, and always makes life a burden for some one.

Mrs. Smith said they had paid out a good deal for Alice the past year, and are planning to give her all the advantages possible next year. She said they really needed her at home very much. How nice it would be if she could see things in the right light, be content with her simple and comfortable home, and give herself diligently to relieving her mother, who is daily working beyond her strength. Emerson says, "The time is never lost that is devoted to work." So I am sure if Alice would with gratitude study to help those nearest her, who are really her dearest friends, she would soon come to feel as Miss Alcott did when she wrote these beautiful lines:—

"I am glad that a task to me is given
To labor at day by day;
For it brings me health and strength and
hope,
And I cheerfully learn to say,
Head, you may think; Heart, you may
feel;
But, Hand, you shall work alway."

While I believe so strongly in work as an element in developing splendid womanhood, you must not get the idea that manual labor is sufficient. Every girl should find time to read a good book or two during the summer vacation. Pin up a choice poem or quotation near the worktable, and while the hands are performing a mechanical task, let the mind dwell upon some noble sentiment. Thus you will be getting food for thought, and forming the habit of mental activity, so that when school begins this fall,

you will be ready to do good mental work from the start. Some girls will use their brains so little this vacation that it will take several weeks for them to get down to solid study. While you are trying so hard to help the home folks, and read a little to help yourself, do not forget that "all work and no play makes Jack a dull boy." To remedy that situation, stir up the folks to take a day off, and everybody hie away to the woods for an outing. It's a fine prescription to relieve the grind of everyday life.

Wishing you a happy vacation, I am affectionately yours,

AUNT LUCY.

Teach the Boys and Girls the Use of Money

PARENTS are sometimes confused in their minds as to how to teach their children the use of money. Some parents early permit their children to earn all they can, either from their parents or from persons outside the home, allowing them to buy their own clothes and other needful articles.

Other parents do all the buying, never allowing the children any money, only a limited amount at irregular intervals. Both of these methods have their objections. The children who are paid for all their work at home, develop an independent spirit which is unhealthy and unsafe. Those who receive an irregular amount will be discontented, and will learn little of financial responsibility.

Again, parents of wealth give their children money whenever they ask for it. Others run an account at the dry goods store, the

grocery store, etc., and the children go and buy what they need or think they need, the father going at the end of the month and paying the bill. These methods are all disastrous to the best home training in the use of money.

It should be plain to all that children and youth should bear their share of the home duties without any special remuneration. But it should be equally plain that every child is entitled, as part of his home training, to handle a certain amount of money.

The parents should decide upon certain duties, the performance of which will entitle the child to a stipulated amount. It may be daily or weekly, but let the transaction be real and binding.

The child should be given large liberty in spending his own money, the parent tactfully suggesting the best methods, or calling attention to times when the money could have been used to better advantage, at the same time leaving the child free to decide for himself.

Some parents carry on a regular partnership business with their sons and daughters. Even small children should be given an allowance, and encouraged to use it for certain purposes. It is poor training in benevolence to thrust a penny into the hand of a child as he starts to Sabbath school. It would be much better to allow the child to perform some specified task for which he will receive a definite sum. From this sum he will make his own donation.

Special pains should be taken with the youth that they may have a portion to call their own. In the

heart of every youth is the growing desire of ownership which should be honored by the parents. It may be a small sum, but let the boys and girls feel their individuality is recognized, and their labors appreciated. Parents should foster the spirit of self-respect in their sons and daughters. Nothing wounds the manly feelings of a boy more than to be left penniless among his fellows. It is alike humiliating to a girl to have to ask her father for money every time she needs some little accessory of dress, so dear to the girlish heart.

The Home School in Summer Time

A Letter From Mrs. Emma Washburn,
St. Helena, Cal.

DEAR MRS. LEWIS: I find the home school so interesting at this season of the year! We are glad Jack Frost's visits are less frequent, and we often sing,—

"Good morning, merry sunshine,
How did you wake so soon?
You drove away the lovely stars,
And chased away the moon."

What pleasant walks I have with the children, not only on Sabbath, but whenever we go on an errand. I call their attention to the leaves, the different kinds, some compound and some simple. Both my little girls, aged four and five years, are pressing all the different kinds they can find. I am sending you a little booklet which is their own work. The *shapes* of leaves and their margins are impressed by coloring outlines of leaves with colored chalk or crayons.

The flowers are eagerly sought out, and many inquiries are made

to find out their names. It pleased me much one evening to notice how observing the children had been, as they questioned a friend of ours about certain flowers they had found, and gave such descriptions as would identify the flower. In all this work how natural to lead their minds to God, their Creator! Indeed, if we do not teach the lessons of our Father's love in leaf and flower and bud, are we not doing our children an injury?

There surely can be no better time of year in which to study *life* in all its varied forms. It is so natural and simple now to teach children the origin of life. Examples abound on every side. From the baby plant enveloped in the tiny seed, they are led to understand God's law of life. Then in the animal kingdom, what child is not delighted with the discovery of a mother bird caring for her tiny babies still in the shell, and impressed with the tender watch-care of the father bird! Thus our Father cares for us.

With these talks, simple lessons in physiology naturally follow. The children become familiar with the names of various organs of the body. They are taught *why* it is necessary to sleep, *why* they should eat only good food, and *why* they should chew their food well.

All these facts make interesting lessons. But there often comes a sad part to explain. *Why* did the tiny baby chicken, given them by a neighbor, die during the night? *Why* should some animal come in the night and catch a pet chicken? *Why* need we kill so interesting an animal as a mole with his pretty gray fur? The answers to these

questions give a true setting for the story of sin and death, which we must so often explain. But, O, how good that we need not leave the plastic mind of childhood in the world of suffering and death! We carry it on to the new heaven and the new earth, where none "shall hurt nor destroy in all My holy mountain;" where "the inhabitant shall not say, I am sick;" where "the wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; . . . and a little child shall lead them."

O, may we be there with our children!

A Serious Mistake, and How I Corrected It

From Mrs. B., California

I AM sincerely interested in your department, and will gladly try to render some service. Who knows but that my effort will encourage some one else to say something that will be a help to me?

The thing I was impressed with most, I think, when I read and took notes from the Testimonies, on child training, was the scripture and comment on Deut. 6: 6-9. I have been trying to teach James to become familiar with the sacred Word in a right way. It seems to become a snare and to commonize the Word of God when children are called upon to say their verses for the caller or friend, as if to make exhibition of the accomplishment. You remember James could say two verses by the time he was a year and a half old; and as his way of saying them sounded cunning, I let him say them to others. Well, I found that was a serious mistake, so I just quit teaching him

verses altogether for a while; and when I began again, it was in a very different manner and spirit, though my motive at first was that he might be like Timothy, who "from a child" knew the Scriptures, which are able to *save* us.

On Friday evenings, James, his father, and I have the habit of settling ourselves on the couch, and saying "vusses," each taking his turn till we have let James say all he has learned, in that way keeping them fresh in his mind. Of course, he is too young to sense the importance of what he learns, and I do not say anything about that part especially, unless the verse has Jesus' name in it. I find that because Jesus was a baby once, little tots can grasp more about him than if he had never been a "little tiny baby Zesus." But I do make the Scriptures a part of the child's *daily* program, and I *do not* have nor let him repeat his verses *for any one*. Of course, at worship he always wants to take part, and O, it is the earnest prayer of my heart that he will ever want to! But to say his verses for show — never!

Chats With My Correspondents

Mrs. E. G., Oregon.—I have just received your inquiry concerning a reader for your little boy. I am glad you are particular about his books, especially the first lessons, for everything depends upon a good beginning. I think the books you mention are all too old for a beginner. The best authorities do not use any book at first. Miss Hale, author of "True Education Reader," Books One and Two, says the child should have a vocabulary of fifty or sixty words before any book is given him. Tell your little boy stories about creation, the birds, the flowers, his pet kitten, his ball, and anything that is familiar to him. Tell in your own words

the story of Joseph, leaving out the cruel treatment of his brothers. In the same way tell him the story of Moses, of Samuel, of David the shepherd boy.

Have a blackboard, and as you tell him, "God made the light," write it on the board in letters very large and plain. Do not have any sentence more than three or four words long. Write: "I love you." "Do you love me?" "Yes, I love you." "Jesus loves me." "I love Jesus."

"True Education Reader," Book One, is the first reader used ordinarily by all our church schools, but I should not give it to the child before he is at least six years old. There are many nice little primers that would be a help to you, but you must be on guard against fairy stories, giant stories, etc. The Jones's "First Reader," published by Ginn and Company, Chicago, Ill., is a very nice little book, and quite free from objectionable matter. It costs twenty-five cents. You can get our own reader from your tract society. I will send you under separate cover a calendar of the Fireside Correspondence School, which gives a description of the mothers' normal lessons. I think the first-grade lessons would be a great help to you. I received a letter today from a mother who is taking the course. Although she has taught school four years, she says the lessons have been a great help to her. I should be glad to hear from you again, and if I can be of any service to you in the home education of your little boy, I shall be glad to help you.

Dear Editor.—My little girl persists in interrupting me when others are speaking. She does not seem to realize that any time is *my* own. She is very forward, and seems to want to attract attention when we have callers. At such times she is disobedient and hard to control.

My Dear Mrs. T., South Dakota.—Your child has some faults,—that is plain,—but perhaps is no worse than many children. It is not uncommon for children to interrupt, but, of course, they must learn to overcome this habit. It may be necessary sometimes for the child to speak while another is speaking, but she should be taught to say, "Excuse me, please," if it is really necessary to speak at all.

One little girl was so pleased because she could use a new group of words that she would interrupt on the slightest pretext, just so she could say, "Excuse me, please." But the novelty soon wore off, and she learned to be quite polite.

Christian Education

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

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Plainview Academy

BY G. C. GEORGE, PRINCIPAL

PLAINVIEW ACADEMY is located in the James River Valley one mile from the city of Redfield, S. Dak.

The school building is a fine, roomy, brick structure, completed in 1911, and thoroughly adapted to the needs of the school. It has a capacity of 150 students, with dormitory capacity for 100.

The courses of study of the Plainview Academy conform closely to the academic course of Union College. The course begins with the seventh grade and ends with the twelfth, and when completed, prepares for college entrance.

To meet the demands of the German constituency of the South Dakota Conference, a German department has been opened in the academy. The past five years it has been well attended by a bright, intelligent class of young people who desire to prepare themselves as German workers in the cause.

A strong music department is maintained, offering courses in instrumental and vocal music. The past year, 55 were enrolled in this department.

Adelphian Academy

BY T. W. STEEN, PRINCIPAL

ONE will search a long time these days to find a school that reveals a more healthy growth than is being realized at this school. It is now about ten years old, and, unlike most other similar schools, has never experienced a real setback. Every year has seen some progress in equipment and a larger enrollment.

It was not until a little over a year ago, however, that the board of trustees took hold of the situation in earnest, and determined to realize the full possibilities of the enterprise. One of the first things undertaken was to place at the head of every department, both literary and industrial, the most thoroughly proficient teachers available. This purpose was partly accomplished last year, and is being further executed this year.

The spiritual influence of the school and the work of religious instruction have been greatly strengthened as a result of securing the services of Prof. W. E. Videto. He is devoting his entire time to building up this work.

Other changes involved the development of the industrial possibilities of the school.

The total enrollment the past year reached 130. Of these, 95 were enrolled in the academic, music, and business departments.

Quality Mt. Vernon Academy First

MT. VERNON, OHIO

PREVIOUSLY MOUNT VERNON COLLEGE
Owned and Operated by Columbia Union Conference

We retain our college apparatus and library. Heads of literary departments are college graduates of broad experience in teaching.

The normal training school for the Union Conference, two years' course with academic work as prerequisite.

Spiritual influence above reproach. Discipline strong. Healthful, quiet. Reasonable expense.

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Location: Most Picturesque Spot in New England.

Advantages: Cannot Be Surpassed Anywhere.

Courses of Study: Biblical, Normal, Scientific, Musical, Commercial and Shorthand, also Preparatory Medical and Nurses' Courses.

Grades: Are Accepted by the New York State Board of Regents in Any of these Courses.

*ALL MODERN CONVENIENCES
AND REASONABLE RATES*

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B. F. Machlan, Principal South Lancaster, Mass.

Broadview Swedish Seminary

LOCATED on a farm thirteen miles west of Chicago and half a mile from Broadview, on the Illinois Central Railroad, within easy reach of a Swedish population of 400,000 in northern Illinois.

ESTABLISHED in 1910, and offers fourteen grades of work. The enrollment has steadily increased from 22 the first year to 50 the past year, with prospects for a large increase next year.

OBJECT, to educate workers in the Swedish language for the Swedish fields.

FACULTY strengthened last year by the addition of Prof. and Mrs. H. O. Olson, of Sweden, and this year of the Drs. Jaspersson, formerly missionaries in Jerusalem and Algeria.

For calendar, address

G. E. NORD, Principal
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“Push” and “Pull”
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Plainview Academy

1914-15

Courses in English, German, and Music

G. C. George, Principal Redfield, S. Dak.



MAIN BUILDING

DEPARTMENTS

Literary	{ Academic Biblical Music Business Stenographic	
Industrial		
		{ Printing Dressmaking Dairying Agriculture Domestic Economy Carpentry Plumbing and Heating

Adelpian Academy

HOLLY, MICH.

PURPOSE.— Devoted wholly to training for definite work.

CHARACTERISTICS.— Thoroughly progressive in every department,— a school where young people are trained IN service.

FACULTY.— Ten experienced men and women have charge of instruction and training. College graduates at head of principal departments — both literary and industrial.

EQUIPMENT.— Modern steam-heated, electric-lighted buildings; library; well-equipped commercial rooms; thoroughly efficient dressmaking division; printing office, doing all kinds of conference and school printing; wholesale and retail store; modern dairy, with registered dairy cows, fed and tested scientifically; plumbing, heating, and carpentry division.

OPPORTUNITY.— Several faithful young men and women can earn a part or all of their expenses, if proficient in any line. Some money can be earned while learning a trade.

For calendar and further information, address

THOS. W. STEEN, Principal
Holly - - - Mich.

San Fernando Academy

Thirteenth Year

A few days ago I had the privilege of seeing the buildings and surroundings of the San Fernando school. I am glad that you are several miles away from the city of Los Angeles. You have good buildings, and are in a favorable place for school work. Let the San Fernando school be conducted along the lines of the ancient schools of the prophets, the Word of God lying at the foundation of all.—*Mrs. E. G. White.*

Academic Course
Normal Course

Business Course
Music Course

Good Climate, Scenic Environment, Spiritual Atmosphere, Strong Teachers, Thorough Discipline, Missionary Training.

FOR COMPLETE CALENDAR, ADDRESS

H. G. LUCAS, Principal

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A School for Christian Workers

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Lynn H. Wood

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Principal

Keene Academy

*The Training School for the Six Conferences
of the Southwestern Union*



It is one of our oldest schools, having been established only two years later than Union College. During the twenty-one years of its existence many young men and women have been fitted for the Master's work in the homeland and in far-off fields.

The past year our enrollment has been larger than ever before. Our students have just organized the Students' Council to inform other young people of our academy. Send for the first number of the *Southwestern Student*. It not only tells you of the academy, but it has many illustrations.

We are striving to give our young people the preparation that God's great cause demands, not only in academic studies, but in a first-class commercial department.

Our climate is mild. We are in the sunny South. Our water is Artesian. We have a finely equipped broom factory and carpenter shop. Special instruction given in simple treatments and sewing.

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