

# *Church School Manual*

For

## *Parents and Teachers*

**Authorized by the**

***Seventh-Day Adventist General Conference Missionary Educational Convention***

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***“Teach us what we shall do unto the child.”***

*Judges 13: 8.*

### CHAPTER I

#### INTRODUCTION

When Manoah, the father of Samson, understood that the angel of the Lord had appeared unto his wife and told her that she should bear a son through whom the Lord would begin to deliver Israel out of the hand of the Philistines, his prayer was, "O my Lord, let the man of God which thou didst send come again unto us, and teach us what we shall do unto the child that shall be born." And when his prayer was answered, and he stood before the man of God, his first words were, "How shall we order the child, and how shall we do unto him?" See Judges 13:8, 12.

So in the last days, when the Lord has set His hand for the final deliverance of His people, the prayer of every father and mother—yea, the burning question of the whole church—should be, "What shall we do unto the children whom God has given us?"

The answer to this question depends upon the answer to another,—What are these children and young people to do? What does God purpose to do with them? What part have they to act in carrying the last message of mercy to the world?? And the Lord has not left us in darkness concerning His purpose for them.

"Children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved the mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words that will be an astonishment to men who now talk of 'higher education.' As the children sang in the temple courts, 'Hosanna! Blessed is He that cometh in the name of the Lord,' so in these last days, children's voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers can not do, because their way will be hedged up."—Testimonies for the church, vol. 6, pp. 202, 203.

This, then, is what God purposes to do with our children. He is to use them in proclaiming the message, especially after the way for labor is hedged up before the older men and women. But notice the statement, twice made, that it is the children who are receiving a Christian education whom God will use in this work. And clearly that which we do for the children should have a practical relation to what the children are to do. The church should give them a Christian education to prepare them for their work.

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

Again, from pages 108 and 109, we quote: "In the basement of the church, above ground, I was shown a room provided for a school where children could be educated in the truths of God's Word. Consecrated teachers were selected to go to these places. The numbers in the school were not large, but it was a happy beginning. As the work was being pressed forward, I heard the voices of children and parents singing." (Here Ps. 127:1; 146:1-3; 148:1-3 are quoted. Turn and read the songs which the children and parents were heard singing together in the church school.)

"The establishing of churches and the erection of meeting-houses and school buildings was extended from city to city. In each place the believers were retaking a united, persevering effort, and the Lord was working to increase His forces. Something was being established that would publish the truth.

"This is the work to be done in America, in Australia, in Europe, and wherever companies are brought into the truth. The companies that are raised up need a place of worship. Schools are needed where Bible instruction may be given to the children. The schoolroom is needed just as much as is the church building, The Lord has persons to engage in the work of establishing church schools as soon as something is done to prepare the way for them."

This is clear and positive language. It is also new. No such message was ever heard among us until a few years ago, and it marks an era in our work. Things are not to proceed along the old lines. We must step quickly if we keep pace with the message.

Several years ago the necessity was seen for a manual which would give practical instruction about courses of study, text-books, and meth-

ods of teaching; and several small manuals were prepared, which were a great help to both parents and teachers. In the preface to one of these manuals the author stated that the plans and methods suggested were by no means final; more light would yet be shed upon these subjects. When it appeared, it should be welcomed whensoever and through whomsoever it might come; and parents, students, and teachers were urged to unite in carrying out the plans then suggested until something better should be provided.

In the providence of God we have reached the time of something better. In the summer of 1906 an epoch-making educational convention was held by prominent representatives of the educational work among Seventh-day Adventists of the United States and of several foreign countries. Among other important actions, this convention adopted an outline course of study covering a system of education reaching from the first year of the church school to the last year of the college course. A series of seven readers was also recommended the "True Education Reader Series" now being published by the Pacific Press.

With the new course of study and the new series of readers, the necessity became apparent for a new manual based upon the new readers and covering the field of the church school work. Accordingly a committee was appointed to prepare such a manual, and the present volume is the result of their work. Their task has been faithfully and conscientiously performed, and will prove a blessing to thousands of parents and teachers.

C. C. Lewis.

Union College, College View, Neb., Aug. 1, 1907.

## **CHAPTER II**

### **PRINCIPLES CHRISTIAN EDUCATION**

#### **I. GENERAL INSTRUCTION**

##### **Christian Education, What It Is**

"The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding." Prov. 9:10.

"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study. It means more

than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."—Education, p. 13.

##### **Its Source**

"The source of such an education is brought to view in these words of Holy Writ, pointing to the Infinite One: In him 'are hid all the treasures of wisdom.' 'He hath counsel and understanding.'

"The world has had its great teachers, men of giant intellect and extensive research, men whose utterances have stimulated thought and opened to view vast fields of knowledge; and these men have been honored as guides and benefactors of their race; but there is One who stands higher than they. We can trace the line of the world's teachers as far back its human records extend; but the Light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world's great thinkers reflect the rays of the Sun of Righteousness.

"Every gleam of thought, every flash of the intellect, is from the Light of the world." Education, p. 13.

##### **Education in Eden**

"In this communion is found the highest education. It is God's own method of development. 'Acquaint now thyself with Him,' is His message to mankind. The method outlined in these words was the method followed in the education of the father of our race. When in the glory of sinless manhood Adam stood in holy Eden, it was thus that God instructed him.

"In order to understand what is comprehended in the work of education, we need to consider both the nature of man and the purpose of God in creating him. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race.

"When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker. 'God created man in His own image,' and it was His purpose that the longer man lived, the more fully he should reveal this image, the more fully reflect the glory of the Creator. All his faculties were capable of develop-

ment: their capacity and vigor were continually to increase. Vast was the scope offered for their exercise: glorious the field opened to their research. The mysteries of the visible universe—the ‘wondrous works of Him who is perfect in knowledge’—invited man’s study. Face-to-face, heart-to-heart communion with his Maker was his high privilege. Had he remained loyal to God, all this would have been his forever. Through-out eternal ages he would have continued to gain new treasures of knowledge, to discover fresh springs of happiness, and to obtain clearer and yet clearer conceptions of the wisdom, the power, and the love of God. More and more fully would he have fulfilled the object of his creation, more and more fully have reflected the Creator’s glory.”—Education, - pp. 14, 15.

### **Its Results**

“Every human being, created in the image of God, is endowed with a power akin to that of the Creator,—individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power: to train the youth to be thinkers, and not mere reflectors of other men’s thought. Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions.

“Such an education provides more than mental discipline; it provides more than physical training. It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. It fortifies the mind against evil. Instead of some master passion becoming a power to destroy, every motive and desire are brought into conformity to the great principles of right. As the perfection of His character is dwelt upon, the mind is renewed, and the soul is recreated in the image of God.

“What education can be higher than this? What can equal it in value”. Education, pp. 17, 18.

### **Necessity of Understanding the True Science of Education**

“Now as never before we need to understand the true science of education. If we fail to under-

stand this, we shall never have a place in the kingdom of God. ‘This is life eternal, that they might know Thee, the only true God, and Jesus Christ, whom Thou hast sent.’ If this is the price of heaven, shall not our education be given on these lines?”—MS., July 8, 1897.

### **Need of Reform in Our Schools**

“ ‘And they shall build the old wastes, they shall raise up the former desolations, and they shall repair the waste cities, the desolations of many generations.’ And thou shalt be called, The repairer of the breach, The restorer of paths to dwell in.’ Isa. 61:4; 58:12. These words of inspiration present before believers in present truth the work that should now be done in the education of our children and youth. When the truth for these last days came to the world in the proclamation of the first, second, and third angels’ messages, we were shown that in the education of our children a different order of things must be brought in; but it has taken much time to understand what changes should be made.

“Our work is reformatory ; and it is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing. In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of text-books merely. The study of text-books alone can not afford students the discipline they need, nor can it impart true wisdom. The object of our schools is to provide places where the younger members of the Lord’s family may be trained according to His plan of growth and development.

“Satan has used the most ingenious methods to weave his plans and principles into the systems of education, and thus gain a strong hold on the minds of the children and youth. It is the work of the true educator to thwart his devices. We are under solemn, sacred covenant to God to bring up our children for Him and not for the world: to teach them not to put their hands into the hand of the world, but to love and fear God, and to keep His commandments. They should be impressed with the thought that they are formed in the image of their Creator, and that Christ is the pattern after which they are to be fashioned. Most earnest attention must be given to the education which will impart a knowledge of salvation, and will conform the life and character to the divine similitude. It is the love of God, the purity of soul woven into the life like threads of gold, that is of true worth. The height man may thus reach has not been fully realized.

“For the accomplishment of this work a broad foundation must be laid. A new purpose must be brought in and find place, and students must be aided in applying Bible principles in all they do. Whatever is crooked, whatever is twisted out of the right line, is to be plainly pointed out and avoided; for it is iniquity not to be perpetuated. It is important that every teacher should love and cherish sound principles and doctrines, for this is the light to be reflected upon the pathway of all students. “—Testimonies, vol. 6, pp. 126, 127.

### **Hindrances to Educational Reform**

“To some extent the Bible has been introduced into our schools, and some efforts have been made in the direction of reform; but it is most difficult to adopt right principles after having been so long accustomed to popular methods. The first attempts to change the old customs brought severe trials upon those who would walk in the way which God has pointed out. Mistakes have been made, and great loss has resulted. There have been hindrances which have tended to keep us in common, worldly lines, and to prevent us from grasping true educational principles. To the unconverted, who view matters from the lowlands of human selfishness, unbelief, and indifference, right principles and methods have appeared wrong.

“Some teachers and managers who are only half converted, are stumbling-blocks to others. They concede some things and make half reforms; but when greater knowledge comes; they refuse to advance, preferring to work according to their own ideas. In doing this they pluck and eat of that tree of knowledge which places the human above the divine. ‘Now therefore fear the Lord, and serve Him in sincerity and in truth; and put away the gods which your fathers served on the other side of the Flood, and in Egypt; and serve ye the Lord. And if it seem evil unto you to serve the Lord, choose you this day whom ye will serve.’ ‘If the Lord be God, follow Him; but if Baal, then follow him.’ Joshua 24:14, 15; 1 Kings 18: 21. We should have been far in advance of our present spiritual condition had we moved forward as the light came to us.

“When new methods have been advocated, so many doubtful questions have been introduced, so many councils held that every difficulty might be discerned, that reformers have been handicapped, and some have ceased to urge reforms. They seem unable to stem the current of doubt and criticism. Comparatively few received the gospel in Athens, because the people cherished pride of intellect and worldly wisdom, and counted the gospel of Christ foolishness. But the foolishness of God is wiser than men: and the weakness of God is stron-

ger than men.’ Therefore, we preach Christ crucified, unto the Jews a stumbling-block, and unto the Greeks foolishness; but unto them which are called, both Jews and Greeks, Christ the power of God, and the wisdom of God.’ 1 Cor. 1:23-25.

“It is so easy to drift into worldly plans, methods, and customs, and have no more thought of the time in which we live, or of the great work to be accomplished, than had the people in Noah’s day. There is constant danger that our educators will travel over the same ground as did the Jews, conforming to customs, practices, and traditions which God has not given. With tenacity and firmness, some cling to old habits and a love of various studies which are not essential, as if their salvation depended upon these things. In doing this they turn away from the special work of God, and give to the students a deficient, a wrong education. Minds are directed from a plain ‘Thus saith the Lord,’ which involves eternal interests, to human theories and teachings. Infinite, eternal truth, the revelation of God, is explained in the light of human interpretations, when only the Holy Spirit’s power can unfold spiritual things. Human wisdom is foolishness; for it misses the whole of God’s providences, which look into eternity.”—Testimonies, vol. 6, pp. 141, 142, 150.

### **True Spirit of Reform**

“Reformers are not destroyers. They will never seek to ruin those who do not harmonize with their plans and assimilate to them. Reformers must advance, not retreat. They must be decided, firm, resolute, unflinching; but firmness must not degenerate into a domineering spirit. God desires to have all who serve Him firm as a rock where principle is concerned, but meek and lowly of heart, as was Christ. Then, abiding in Christ, they can do the work He would do, were He in their place. A rude, condemnatory spirit is not essential to heroism in the reforms for this time. All selfish methods in the service of God are an abomination in His sight. . . .

“Opposing circumstances should create a firm determination to overcome them. One barrier broken down will give greater ability and courage to go forward. Press in the right direction, and make a change, solidly, intelligently. Then circumstances will be your helpers, and not your hindrances. Make a beginning. The oak is in the acorn.”—Testimonies, vol. 6, pp. 151, 145.

### **Hope for Our Schools**

“Though in many respects our institutions of learning have swung into worldly conformity, though step by step they have advanced toward the

world, they are prisoners of hope. Fate has not so woven its meshes about their workings that they need to remain helpless and in uncertainty. If they will listen to His voice and follow in His ways, God will correct and enlighten them, and bring them back to their upright position of distinction from the world. When the advantage of working upon Christian principles is discerned, when self is hid in Christ, much greater progress will be made; for each worker will feel his own human weakness; he will supplicate for the wisdom and grace of God, and will receive the divine help that is pledged for every emergency.” —Testimonies, vol. 6, p. 145.

### **An Appeal to Teachers**

“I appeal to the teachers in our educational institutions not to let religious earnestness and zeal retrograde. Make no backward movements, but let your watchword be ‘Advance.’ Our schools must rise to a much higher plane of action; broader views must be held; stronger faith and deeper piety must exist; the Word of God must be made the root and branch of all wisdom and intellectual attainments. When the converting power of God takes hold of them, they will see that a knowledge of God covers a much broader field than the so-called ‘advanced methods’ of education. In all the education given, they should remember the words of Christ: ‘Ye are the light of the world.’ Matt. 5:14. Then they will not experience so great hindrance in preparing missionaries to go out and give their knowledge to others.

“We have every endowment of capability, every facility provided for discharging the duties devolving upon us ; and we should be grateful to God that by His mercy we have these advantages, and that we possess the knowledge of His grace and of present truth and duty. Are you, then, as teachers, trying to maintain the false education you have received? Are you losing the precious opportunities granted you to become better acquainted with God’s plans and methods? Do you believe the Word of God? Are you every day becoming better able to understand, to give yourselves to the Lord, and to be used in His service? Are you missionaries to do God’s will? Do you believe the Bible, and heed what it says? Do you believe that we are living in the last days of this earth’s history? And have you hearts that can feel? We have a large work before us; we are to be bearers of the sacred light of the Word, which is to illumine all nations. We are Christians, and what are we doing?

“Take your position, teachers, as true educators, and by words and expressions of interest for their souls, pour into the hearts of the students the living stream of redeeming love. Counsel with them

before their minds are preoccupied with their literary work. Entreat them to seek Christ and His righteousness. Show them the changes that will surely take place if the heart is given to Christ. Fasten their attention on Him; this will close the door to the foolish aspirations that naturally arise, and will prepare the mind for the re-reception of divine truth. The youth must be taught that time is golden, that it is perilous for them to think they can sow ‘wild oats’ and not reap a harvest of woe and ruin. They must be taught to be sober-minded, and to admire the good in the character of others. They must be trained to place the will on the side of God’s will that they may be able to sing the new song and blend with the harmonies of heaven.” —Testimonies, vol. 6, pp. 157-159.

### **Teach Only Essentials**

“Then let no more time be lost in dwelling on the many things which are not essential, and which have no bearing upon the present necessities of God’s people. Let no more time be lost in exalting men who know not the truth, ‘for the time is at hand.’ There is no time now to fill the mind with theories of what is popularly called ‘higher education.’ The time devoted to that which does not tend to assimilate the soul to the likeness of Christ is so much time lost for eternity. This we can not afford, for every moment is freighted with eternal interests. Now, when the great work of judging the living is about to begin, shall we allow unsanctified ambition to take possession of the heart, and lead us to neglect the education required to meet the needs in this day of peril?”—Testimonies, vol. 6, p. 130.

### **Reform in Lessons Given**

“Bible rules are to be the guide of the daily life. The cross of Christ is to be the theme, revealing the lessons we must learn and practice. Christ must be brought into all the studies, that students may drink in the knowledge of God, and may represent Him in character. His excellence is to be our study in time as well as in eternity. The Word of God, spoken by Christ in the Old and New Testaments, is the bread from heaven; but much that is called science is as dishes of human invention, adulterated food; it is not the true manna. “—Testimonies vol. 6, p. 132.

### **Standard for Christian Schools**

We need now to begin over again. Reforms must be entered into with heart, and soul, and will. Errors may be hoary with age, but age does not make error truth, nor truth error. Altogether too long have the old customs and habits been followed. The Lord would now have every idea that is false put away

from teachers and students. We are not at liberty to teach that which shall meet the world's standard or the standard of the church, simply because it is the custom to do so. The lessons which Christ taught are to be the standard. That which the Lord has spoken concerning the instruction to be given in our schools is to be strictly re-garded; for, if there is not in some respects an education of an altogether different character from that which has been carried on in some of our schools, we need not have gone to the expense of purchasing lands and erecting school buildings. "—Testimonies, vol. 6, p. 142.

### **Test of Its Prosperity**

"To lower the standard in order to secure popularity and an increase of numbers, and then to make this increase a cause of rejoicing, shows great blindness. If numbers were an evidence of success, Satan might claim the pre-eminence: for in this world his followers are largely in the majority. It is the degree of moral power pervading a school that is a test of its prosperity. It is the virtue, intelligence and piety of the people composing our schools, not their numbers, that should be a source of joy and thankfulness. Then shall our schools become converted to the world, and follow its customs and fashions? I beseech you therefore, brethren, by the mercies of God, that ye . . . be not conformed to this world; but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect will of God.' Rom. 12:1, 2. "—Testimonies, vol.6, pp. 143, 144.

### **Why Christian Schools Are Needed**

"One reason why it was necessary to establish institutions of our own, was the fact that parents were not able to counteract the influence of the teaching their children were receiving in the public schools, and the error there taught was leading the youth into false paths. No stronger influence could be brought to bear upon the minds of the youth and children than that of those who are educating them in principles of science. For this reason it was evident that schools must be established in which our children should be instructed in the way of truth. . . . In our institutions of learning there was to be exerted an influence that would counteract the influence of the world, and with no encouragement, to indulgence in appetite, in selfish gratification of the senses, in pride, ambition, love of dress and display, love of praise and flattery, and strife for high rewards and honors as a recompense for a good scholarship. All this was to be discouraged in our schools. It will be impossible to avoid these things and yet send them to the public schools, where they would daily be brought into contact with that which would contaminate their mor-

als. All through the world there was so great a neglect of home training that the children found at the public schools, for the most part, were profligate and steeped in vice." MS., Jan. 9, 1894.

### **Worldly and Christian Education Can Not Be Blended**

"True education means more than taking a certain course of study. It is broad. It includes the harmonious development of all the physical powers and the mental faculties. It teaches the love and fear of God, and is a preparation for the faithful discharge of life's duties.

"There is an education that is essentially worldly. Its aim is success in the world, the gratification of selfish ambition. To secure this education many students spend time and money in crowding their minds with unnecessary knowledge. The world accounts them learned: but God is not in their thoughts. They eat of the tree of worldly knowledge, which nourishes and strengthens pride. In their hearts they become disobedient and estranged from God: and their entrusted gifts are placed on the enemy's side. Much of the education at the present time is of this character. The world may regard it as highly desirable, but it increases the peril of the student.

"There is another kind of education that is very different. Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, 'Seek ye first the kingdom of God and His righteousness.' Its aim is not selfish; it is to honor God, and to serve Him in the world. Both the studies pursued and the industrial training have this object, in view. The Word of God is studied; a vital connection with God is maintained, and the better feelings and traits of character are brought into exercise. This kind of education produces results as lasting as eternity. For 'the fear of the Lord is the beginning of wisdom,' and better than all other knowledge is an understanding of His Word."—Special Testimonies on Education, pp. 47, 48.

"If morality and religion are to live in a school it must be through a knowledge of God's Word. Some may urge that if religious teaching is to be made prominent, our school will become unpopular; that those who are not of our faith will not patronize the college. Very well, then, let them go to other colleges, where they will find a system of education that suits their taste. Our school was established, not merely to teach the sciences, but for the purpose of giving instruction in the great principles of God's Word, and in the practical duties of everyday life.

“This is the education so much needed at the present time. If a worldly influence is to bear sway in our school, then sell it out to worldlings, and let them take the entire control; and those who have invested their means in that in-stitution will establish another school, to be conducted, not upon the plan of popular schools, nor according to the desires of principal and teachers, but upon the plan which God specified.

“In the system of instruction used in the common schools, the most essential part of education is neglected, viz., the religion of the Bible. Education not only affects to a great degree the life of the student in this world, but its influence extends to eternity. How important, then, that the teachers be persons capable of exerting a right influence. They should be men and women of religious experience, daily receiving divine light to impart to their pupils.”—Testimonies, vol. 5, pp. 25, 28.

### **God’s Purpose in Our Schools**

“Our work is reformatory, and it is the purpose of God that through the excellence of the work done in our edu-cational institutions the attention of the people shall be called to the last great effort to save the perishing. In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of test-books merely. The study of text-books alone can not afford students the discipline they need, nor can it impart true wisdom. The object of our schools is to provide places where the younger members of the Lord’s family may be trained according to His plan of growth and development.” —Testimonies, vol. 6, p. 126.

### **The Third Angel’s Message in Our Schools**

“In the book of Revelation we read of a special work that God desires to have His people do in these last days. He has revealed His law and shown us the truth for this time. This truth is constantly unfolding, and God designs that we shall be intelligent in regard to it, that we may be able to distinguish between right and wrong, between righteousness and unrighteousness.

“The third angel’s message, the great testing truth for this time, is to be taught in all our institutions. God designs that through them this special warning shall be given, and bright beams of light shall shine to the world. Time is short. The perils of the last days are upon us, and we should watch and pray, and study and heed the lessons that are given us in the books of Daniel and the Revelation.” Testi-monies, vol. 6, pp. 127, 128.

### **God’s Ideal in Education**

“Higher than the highest human thought can reach is God’s ideal for His children. Godliness godlikeness is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a stand-ard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge. But his efforts will be directed to objects as much higher than mere selfish and tem-poral interests as the heavens are higher than the earth. “—Education, p. 18.

### **Our Schools Only Preparatory**

“He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God’s ideal, he pre-sents an education that is as high as heaven and as broad as the universe; an education that can not be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above”—Education p.19

## **II. THE HOME SCHOOL**

### **Teachers**

“As wise teachers, parents should labor earnestly for their children, leading them to co-operate with God. They should study carefully and prayerfully how to manifest kindness, courtesy, and love, but not blind affection. True Christian parents are teachers in the home. . . . How startling is the proverb, ‘As the twig is bent, the tree is inclined.’ This is to be applied to the training of your children. Parents, will you remember that the education of your children from their earliest years is committed to you as a sacred trust?” MS.

### **Early Education**

“During the first six or seven years of a child’s life, special attention should be given to its physical gaining, rather than to the intellect. After this period, if the physical constitution is good, the education of both should receive attention. . . . Parents, especially mothers, should be the only teachers of such infant minds. They should not educate from books. The children generally will be inquisitive to learn the things of nature. They will ask questions in regard to the things they see and hear, and parents should improve the opportunity to instruct and patiently answer these little inquiries.” Healthful Living p. 151.

### **Period of Home Education**

“The first seven or ten years of a child’s life is the time when lasting impressions for good or for evil are made.” MS.

“Parents should be the only teachers of their children until they have reached eight or ten years of age.

“Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school-teachers in forcing their young intellects by flattery or fear, when then wore too young to see the inside of a schoolroom.” Testimonies, vol. 3, p. 137.

### **God’s Lesson Books for Children**

“Born amidst surroundings the rudest, sharing a peasant’s home, a peasant’s fare, a craftsman’s occupation, living a life of obscurity, identifying Himself with the world’s un-known toilers,—amidst these conditions and surroundings,—Jesus followed the divine plan of education. The schools of His time, with their magnifying of things small and their belittling of things great, He did not seek. His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life. God’s lesson books, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart.

“The Child grow, and waxed strong in spirit, filled with wisdom; and the grace of God was upon Him’ Luke 2:40.

“Thus prepared, He went forth to his mission, in every moment of His contact with men exerting upon them an influence to bless, a power to transform, such as the world had never witnessed.”—Education, pp. 77,78.

### **Early Education Of Jesus**

“The child Jesus did not receive instruction in the syna-gogue schools. His mother was His first human teacher. From her lips and from the scrolls of the prophets He learned of heavenly things. The very words which He himself had spoken to Moses for Israel He was now taught at His mother’s knee. As He advanced from childhood to youth, He did not seek the schools of the rabbis. He needed not the education to be obtained from such sources; for God was His instructor.

“His early years were given to the study of God’s word. And spread out before Him was the great library of God’s created works. He who had made all things studied the lessons Which His own hand had written in earth and sea and sky. Apart from the

unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature: new ideas of ways and means flashed into His mind as He studied plant life and animal life.” Desire of Ages, pp. 69, 70.

“In childhood, youth, and manhood, Jesus studied the Scriptures. As a little child, He was daily, at His mothers knee, taught from the scrolls of the prophets. In his youth, the early morning and the evening twilight often found Him alone on the mountain side or among the trees of the forest, spending a quiet hour in prayer and the study of God’s Word. During His ministry His intimate acquaintance with the Scrip-tures testifies to his diligence in their study. And since He gained knowledge as we may gain it, His wonderful power, both mental and spiritual, is a testimony to the value of the Bible as a means of education.” Education pg. 185.

### **Lessons for the Children**

**1. THE BIBLE.** “Do not think the Bible will become a tiresome book to the children. Under a wise instructor, the work will become more and more desirable. It will be to them as the bread of life, and will never grow old. There is in it a freshness and beauty that attract and charm the children and youth. . God’s holy educating Spirit is in His Word. . . . The promises spoken by the Great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine. There will grow in the faithful a familiarity with divine things which will be as a barricade against the temptations of the enemy.”—MS, Dec. 15, 1897.

“Our heavenly Father, in giving His Word, did not overlook the children. In all that men have written, where can he found anything that has such a hold upon the heart, anything so well adapted to awaken the interest of the little ones, as the stories of the Bible? In these simple stories may be made plain the great principles of the law of God. Thus by illustrations best suited to the child’s comprehension, parents and teachers may begin very early to fulfill the Lord’s injunction concerning his precepts: ‘Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house and when thou walkest by the way, and when thou liest down, and when thou risest up.

“The use of object lessons, blackboards, maps, and pictures, will be an aid in explaining these lessons and fixing them in the memory. Par-

ents and teachers should constantly seek for improved methods. The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort.”—Education, pp. 185,186.

**2. NATURE.** “The mother . . . , should land time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all the beautiful things which attract and delight them. She can lead their minds up to their Creator, and awaken in their young hearts a love for their heavenly Father, who has manifested so great love for them. Parents can associate God with all His created works. The only schoolroom for children from eight to ten years of age should be in the open air, amid the opening flowers and nature’s beautiful scenery. And their only text-book should be the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, will not be soon forgotten.”—Testimonies, vol. 3, p. 137.

**3. PHYSIOLOGY AND HYGIENE.** “From the first dawn of reason the human mind should become intelligent in regard to the physical structure. We may behold and admire the work of God in the natural world, but the human habitation is the most wonderful. . . . It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place. All children should study it. It should be regarded as the basis of all educational effort. And then parents should see to it that practical hygiene be added.”—Healthful Living, p. 13.

**4. VOICE CULTURE.** “The very best school for voice culture is the home. Study in every way not to annoy, but to cultivate a soft voice, distinct and plain. Thus mothers may become teachers in the home. Mothers should themselves act like Christ, speaking tender, loving words in the home; then opposite their names in the book of heaven will be written, ‘Ye are laborers together with God.’ . . . Avoid every-thing that will be rasping to your children.”—MS., Sept. 24, 1898.

**5. REGULARITY AND ECONOMY.** “Regularity should be the rule in all the habits of children. . . . Teach them that money spent for that which they do not need is perverted from its proper use.”—Christian, Education, pp. 1.63, 165.

**6. HOME DUTIES.** “The mother should be the teacher, and home the school where every child receives his first lessons, and these lessons should include habits of industry. Mothers, let the little ones play in the open air; let them listen to the

songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature and the things about them; and, as their minds expand, lessons from books may be added, and firmly fixed in the memory. But let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek helpful exercise in the performance of necessary home duties.

### **Duties That Educate**

“It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do that will not only keep them busy, but interest them. The active hands and brains must be employed from the earliest years. If parents neglect to turn their children’s energies into useful channels, they do them great injury, for Satan is ready to find them something to do. Shall not the doing be chosen for them, the parents being the instructors?”—Special Testimonies on Education, pp. 37, 38.

### **Children Should Share the Burdens with Father and Mother**

“The approval of God rests with loving assurance upon the children who cheerfully take their part in the duties of domestic life, sharing the burdens of father and mother. They will be rewarded with health of body and peace of mind; and they will enjoy the pleasure of seeing their parents take their share of social enjoyment and healthful recreation, thus prolonging their lives. Children trained to the practical duties of life, will go out from the home to be useful members of society. Their education is far superior to that gained by close confinement in the schoolroom at an early age when neither the mind nor the body is strong enough, to endure the strain.”—Id. p. 41.

### **Home Discipline**

“Many parents will have to render an awful account at last of their neglect of their children. . . . Children are left to come up instead of being trained up.

“Parents stand in the place of God to their children, and they will have to render an account whether they have been faithful to the little few committed to their care. Parents, some of you are rearing children to be cut down by the destroying angel unless you speedily change your course, and are faithful to them. He can not love unruly children who manifest passion, and He can not save

them in the time of trouble. Will you suffer your children to be lost through your neglect? Unfaithful parents, their blood will be upon you, and is not your salvation doubtful with the blood of your children upon you?—children who might have been saved had you filled your place, and done your duty as faithful parents should. . . .

“Parents, correct your children. Begin while they are young, when impressions can be more easily made, and their evil tempers subdued before they grow with their growth and strengthen with their strength. . . . You should correct your children in love. Do not let them have their own way until you get angry, and then punish them. Such correction only helps on the evil, instead of remedying it. After you have done your duty faithfully to your children, then carry them to God, and ask Him to help you. . . . Ask Him to temper their dispositions, to make them mild and gentle by His Holy Spirit. He will hear you pray. He will love to answer your prayers. Through His Word He has enjoined it upon you to correct your children, to ‘spare not for crying,’ and His Word is to be heeded in these things.

“Children are the lawful prey of the enemy, because they are not subjects of grace, have not experienced the cleansing power of Jesus, and the evil angels have access to these children; and some parents are careless, and suffer them to work with but little restraint. Parents have a great work to do in this matter, by correcting and subduing their children, and then bringing them to God and claiming His blessing upon them. By the faithful and untiring efforts of the parents, the power of the evil angels of the evil angels will be broken, a sanctifying influence is shed upon the children and the powers of darkness must give back.”—Review and Herald, March 28, 1893.

### **Condition of Many Homes**

“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. . . . 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 denounced. In many cases, 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 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.

“They have felt no compunctions of conscience in going about the streets on the Sabbath for their own amusement. Many go where they please, and do what they please, and their parents are so fearful of displeasing them that, imitating the management of Eli, they lay no commands upon them. These youth finally lose all respect for the Sabbath, and have no relish for religious meetings or for sacred and eternal things. . . . Most of the backsliding from God that has occurred in that place has come in consequence of the parents’ neglect to train their children to a conscientious, religious life. The condition of these children is lamentable. They profess to be Christians, but their parents have not taken upon themselves the burden of teaching them how to be Christians.”—Testimonies, vol. 5, pp. 29, 37, 38.

### **A Sacred Trust**

“Every child born into the home is a sacred trust. God says to the parents, Take this child, and bring it up for Me, that it may be an honor to My name, and a channel through which My blessings shall flow to the world. To fit the child for such a life, something more is called for than a partial, one-sided education, which shall develop the mental at the expense of the physical powers. All the faculties of mind and body need to be developed; and this is the work which parents, aided by the teacher, are to do for the children and youth placed under their care.

“The first lessons are of great importance. It is customary to send very young children to school. They are, required to study from books things that tax their young minds, and often they are taught music. Frequently the parents have but limited means, and an expense is incurred which they can ill afford; but everything must be made to bend to this artificial line of education. This course is not wise. A nervous child should not learn music until he is physically well developed.

“The mother should be the teacher, and home the school where every child receives his first lessons, and these lessons should include habits of industry.”—Special Testimonies on Education, pp. 36, 37.

## **III. CHURCH SCHOOLS**

### **Their Establishment**

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

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

“Many families, who, for the purpose of educating their children, move to places where our large schools are established would do better service for the Master by remaining where they are. They should encourage the church of which they are members to establish a church school where the children within their borders could receive an all-round, practical Christian education. It would be vastly better for their children, for themselves, and for the cause of God, if they would remain in the smaller churches, where their help is needed, instead of going to the larger churches, where, because they are not needed, there is a constant temptation to fall into spiritual inactivity.

“Wherever there are a few Sabbath-keepers, the parents should unite in providing a place for a day school where their children and youth can be instructed. They should employ a Christian teacher, who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries. Let teachers be employed who will give a thorough education in the common branches, the Bible being made the foundation and the life of all study. Parents should gird on the armor, and by their own example teach their children to be missionaries. They should ‘work while it is day; for the night cometh, when no man can work.’ John 9: 4. If they will put forth unselfish efforts, perseveringly teaching their children to bear responsibilities, the Lord will work with them. “-Testimonies, vol. 6, pp. 193, 198.

### **The Children Have Been Neglected**

“Altogether too little attention has been given our children and youth. The older members of the church have not looked upon them with tenderness and sympathy, desiring that they might be advanced in the divine life and the children have therefore failed to develop in the Christian life as they should have done. Some church members who have loved and, feared God in the past are allowing their business to be all-absorbing and are hiding their light under a bushel. They have forgotten to

serve God, and are making their business the grave of their religion.

“Shall the youth be left to drift hither and thither, to become discouraged, and to fall into temptations that are everywhere lurking to catch their unwary feet? The work that lies nearest to our church members is to become interested in our youth, with kindness, patience, and tenderness giving them line upon line, precept upon precept. O, where are the fathers and mothers in Israel! There ought to be a large number who, as stewards of the grace of Christ, would feel not merely a casual interest but a special interest in the young. There ought to be many whose hearts are touched by the pitiable situation in which our youth are placed, who realize that Satan is working by every conceivable device to draw them into his net. God requires the church to arouse from its lethargy, and see what manner of service is demanded in this time of peril.

“The eyes of our brethren and sisters should be anointed with the heavenly eyesalve, that they may discern the necessities of this time. The lambs of the flock must be fed, and the Lord of heaven is looking on to see who is doing the work He desires to have done for the children and youth.”—Testimonies, vol. 6, pp. 196, 197.

### **Separation from the World**

“When the children of Israel were gathered out from among the Egyptians, the Lord said: For I will pass through the land of Egypt this night, and will smite all the first-born in the land of Egypt, both man and beast: and against all the gods of Egypt I will execute judgment: I am the Lord. . . And ye shall take a bunch of Hyssop, and dip it in the blood that is in the basin, and strike the lintel, and the two side posts with the blood that is in the basin; and none of you shall go out at the door of his house until the morning. For the Lord will pass through to smite the Egyptians; and when He seeth the blood upon the lintel, and on the two side posts, the Lord will pass over the door, and will not suffer the destroyer to come in unto your houses to smite you. And ye shall observe this thing for an ordinance to thee and to thy sons forever.’ Ex 12:12,22-24. The blood upon the lintel of the door symbolized the blood of Christ, who alone saved the firstborn of the Hebrews from the curse. Any one of the children of the Hebrews who was found in an Egyptian habitation was destroyed.

“This experience of the Israelites was written for the instruction of those who should live in the last days. Before the overflowing scourge shall come upon the dwellers of the earth, the Lord calls upon all who are Israelites indeed to prepare for

that event. To parents He sends the warning cry, Gather your children into your own houses; gather them away from those who are disregarding the commandments of God, who are teaching and practicing evil. Get out of the large cities as fast as possible. Establish church schools. Give your children the Word of God as the foundation of all their education. This is full of beautiful lessons, and if pupils make it their study in the primary grade below, they will be prepared for the higher grade above.

“The word of God comes to us at this time: ‘Be to not unequally yoked together with unbelievers; for what fellowship hath righteousness with unrighteousness? and what communion hath light, with darkness? and what concord hath Christ with Belial? or what part hath he that believeth with idols?’ for ye are the temple of the living God; as God hath said, I will dwell in them, and walk in them: and I will be their God, and they shall be My people. Wherefore come out from among them, and be ye separate, saith the Lord, and touch not the unclean thing; and I will receive you, and will be a Father unto you, and ye shall be My sons and daughters, saith the Lord Almighty.’ 2 Cor. 6:14-18. Where are your children? Are you educating them to discern and to escape the corruptions that are in the world through lust! Are you seeking to save their souls, or are you by your neglect aiding in their destruction?” Testimonies, vol. 6, pp. 194-196.

## Studies

**1. THE BIBLE.** “Used as a text-book in our schools, the Bible will do for mind and morals what can not be done by books of science or philosophy. As a book to discipline and strengthen the intellect, and ennoble, purify, and refine the character, it is without a rival.” Special Testimonies on Education, p. 53.

“Do not think the Bible will become a tiresome book to the children. Under a wise instructor, the work will become more and more desirable. It will be to them as the bread of life, and will never grow old. There is in it a freshness and beauty that attracts and charms the children and youth. . . . God’s holy, educating Spirit is in His Word. . . . The promises spoken by the great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine. There will grow in the faithful a familiarity with divine things which will be as a barricade against the temptations of the enemy”—MS., Dec. 15, 1897.

**2. NATURE STUDY.** “While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance.” Special Testimonies on Education, p. 58.

“Next to the Bible, nature is to be our great lesson book. But there is no virtue in deifying nature, for this is exalting the thing made above the Master Artist who designed the work and who keeps it every hour operating according to His appointment.” MS.

“God has, in the natural world, placed in the hands of the children of men the key to unlock the treasure-house of His Word.”—Special Testimonies on Education, p. 61.

“So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him. Let him behold the glorious scenes painted by the great Master Artist upon the shifting canvas of the heavens, let him become acquainted with the wonders of earth and sea, let him watch the unfolding mysteries of the changing seasons, and, in all His works, learn of the Creator.

“In no other way can the foundation of a true education be so firmly and surely laid. Yet even the child, as he comes in contact with nature, will see cause for perplexity. He can not but recognize the working of antagonistic forces. It is here that nature needs an interpreter. Looking upon the evil manifest even in the natural world, all have the same sorrowful lesson to learn, - ‘An enemy hath done this.’ Matt. 13:28.”—Education, pp 100, 101.

**3. PHYSIOLOGY AND HYGIENE.** “The youth should be taught to look upon physiology as one of the essential studies, and they should not be satisfied with the mere theory; they should practice the knowledge obtained from books on this subject. This matter has not yet been patiently and perseveringly worked out. Those who neglect this branch of study, which comprehends so much, will make haphazard work in attempting to teach the youth. They are not qualified to direct in our schools, because the way of the Lord must be learned in order to be practiced.”

“A practical knowledge of the science of human life is necessary in order to glorify God in our bodies. It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place.

“It is well that physiology is introduced into the common schools as a branch of education. All children should study it. It should be regarded as the basis of all educational effort. And then parents should see to it that practical hygiene be added. This will make their knowledge of physiology of practical benefit” -Healthful Living, p. 13.

**4. MANUAL TRAINING.** “When the child is old enough to Be sent to school, the teacher should

co-operate with the parents, and manual training should be continued as a part of his school duties. There are many students who object to this kind of work in the schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity. Our Lord and Saviour Jesus Christ, who is One with the Father, the Commander in the heavenly courts, was the personal instructor and guide of the children of Israel; and among them it was required that every youth should learn how to work. All were to be educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining, but useful. This was the instruction which God gave to His people.

"In His earth-life Christ was an example to all the human family, and He was obedient and helpful in the home. He learned the carpenter's trade, and worked with His own hands in the little shop at Nazareth. . . . He was not willing to be defective even in the handling of tools. He was perfect as a workman as He was perfect in character."—Special Testimonies on Education, pp. 38, 39.

"Since both men and women have a part in home making, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and repair his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn to harness and drive a horse, and to use the saw and hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life.

"Let the children and youth learn from the Bible how God has honored the work of the everyday toiler. Let them read of the 'sons of the prophets,' students at school, who were building a house for themselves, and for whom a miracle was wrought to save from loss the ax that was borrowed. Let them read of Jesus the carpenter, and Paul the tentmaker, who, with the toil of the craftsman, linked the highest ministry, human and divine. . . .

"For every child the first industrial school should be the home. . . . And, so far as possible, facilities for manual training should be connected with every school. Education, pp. 216, 217.

5. Language. "Children should be educated to read, write, to understand figures, to keep their own accounts, when very young. They may go forward, advancing step by step in this knowledge." MS., Dec. 15. 1597.

"And in every branch of education there are objects to be gained more important than those secured by mere technical knowledge. Take language, for example. More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one's mother tongue with ease and accuracy; but no training gained through a knowledge of grammatical roles can compare in importance with the study of language from a higher point of view. With this study, to a great degree, is bound up life's weal or woe.

"The chief requisite of language is that it be pure and kind and true,—'the outward expression of an inward grace.' God says: 'Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report: if there be any virtue, and if there be any praise, think on these things.' Phil. 4:8. And if such are the thoughts, such will be the expression.

"The best school for this language study is the home; but since the work of the home is so often neglected, it devolves on the teacher to aid his pupils in forming right habits of speech.

"The teacher can do much to discourage that evil habit, the curse of the community, the neighborhood, and the home, —the habit of backbiting, gossip, ungenerous criticism. In this no pains should be spared. Impress upon the students the fact that this habit reveals a lack of culture and refinement and of true goodness of heart; it unfits one both for the society of the truly cultured and refined in this world and for association with the holy ones of heaven."—Education, pp. 234, 235.

**6. HISTORY.** As with language, so with every other study; it may be so conducted that it will tend to the strengthening and upbuilding of character.

"Of no study is this true to a greater degree than of history. Let it be considered from the divine point of view.

"As too often taught, history is little more than a record of the rise and fall of kings, the intrigues of courts, the victories and defeats of armies, —a story of ambition and greed, of deception, cruelty, and bloodshed. Thus taught, its results can not but be detrimental. The heart-sickening reiteration of crimes and atrocities, the enormities, the cruelties portrayed, plant seeds that in many lives bring forth fruit in a harvest of evil.

"Far better is it to learn, in the light of God's Word, the causes that govern the rise and fall of kingdoms. Let the youth study these records, and

see how the true prosperity of nations has been bound up with an acceptance of the divine principles. Let him study the history of the great reformatory movements, and see how often these principles, though despised and hated, their advocates brought to the dungeon and the scaffold, have, through these very sacrifices, triumphed.

“Such study will give broad, comprehensive views of life. It will help the youth to understand something of its relations and dependencies, how wonderfully we are bound together in the great, brotherhood of society and nations, and to how great an extent the oppression or degradation of one member means loss to all.” Education, p. 238.

**7. Mathematics.** “In the study of figures the work should be made practical. Let every youth and every child be taught, not merely to solve imaginary problems, but to keep an accurate account of his own income and outgoes. Let him learn the right use of money by using it. Whether supplied by their parents or by their own earnings, let boys and girls learn to select and purchase their own clothing, their own books, and other necessities; and by keeping an account of their expenses they will learn, as they could learn in no other way, the value and the use of money. This training will help them to distinguish true economy from niggardliness on the one hand and prodigality on the other. Rightly directed it will encourage habits of benevolence. It will aid the youth in learning to give, not from the mere impulse of the moment, as their feelings are stirred, but regularly and systematically.” Education, p. 238.

“Children should be educated to read, write, to understand figures, to keep their own accounts, when very young. They may go forward, advancing step by step in this knowledge.” MS., Dec. 15, 1897.

**8. GEOGRAPHY.** “It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the ‘regions beyond,’ let them become acquainted with these lands and their peoples. In this line much might be accomplished in our schools. Instead of dwelling on the exploits of the Alexanders and Napoleons of history, let the pupils study the lives of such men as the apostle Paul and Martin Luther, as Moffat and Livingstone and Carey, and the present daily-unfolding history of missionary effort. Instead of burdening their memories with an array of names and theories that have no bearing upon their lives, and to which, once outside the school-room, they rarely give a thought, let them study all lands in the light of mis-

sionary effort, and become acquainted with the peoples and their needs.”—Education, p. 269.

**9. MUSIC.** “It is one of the most effective means of im-pressing the heart with spiritual truth. How often to the soul hard-pressed and ready to despair, memory recalls some word of God’s—the long-forgotten burden of a childhood song, and temptations lose their power, life takes on new meaning and new purpose, and courage and gladness are imparted to other souls!

“The value of song as a means of education should never be lost sight of. Let there be singing in the home, of songs that are sweet and pure, and there will be fewer words of censure, and more of cheerfulness and hope and joy. Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another.”—Education, p. 168.

**10. VOICE CULTURE.** “In all our work, more attention should be given to the culture of the voice. We may have knowledge, but unless we know how to use the voice correctly, our work will be a failure. Unless we can clothe our ideas in appropriate language, of what avail is our education? Knowledge will be of little advantage to us unless we cultivate the talent of speech; but it is a wonderful power when combined with the ability to speak wise, helpful words, and to speak them in a way that will command attention.” Testimonies, vol. 6, p.380.

#### **Teach Thoroughly the Common Branches**

“But if teachers were receiving light and wisdom from the divine Teacher. . . . the common, essential branches of education could be more thoroughly taught, and the Word of God would be honored and esteemed as the bread sent down from heaven, which sustains all spiritual life, binding the human agent with Christ in God.” - Special Testimonies on Education, p. 165.

“The common branches of education should be fully and prayerfully taught.” MS. Dec. 20, 1896.

“So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower. This is too often neglected. Even among students in the higher schools and the colleges, there is great deficiency in knowledge of the common branches of education. Many students devote their time to higher mathematics, when they are incapable of keeping simple accounts. Many study elocution with a view to acquiring the graces of oratory, when they are unable to read in an intelligible and impressive manner. Many who have finished the study of rheto-

ric fail in the composition and spell-ing of an ordi-nary letter.

“A thorough knowledge of the essentials of education should be not only the condition of ad-mission to a higher course, but the constant test for continuance and advancement.”—Education, p. 234.

“Children should be educated to read, write, to understand figures, to keep their own accounts, when very young. They may go forward, advancing step by step in this knowl-edge.”—MS., Dec. 15, 1897.

“The education in our schools is one-sided. Students should be given an education that will fit them for successful business life. The common branches of education should be fully and thoroughly taught. Bookkeeping should be looked upon as of equal importance with grammar. This line of study is one of the most important for use in practical life; but few leave our schools with a knowledge of how to keep books correctly.”—MS., Dec. 20, 1896.

#### **Character of Lesson Books**

“The lesson books used in our church schools should be of a character to bring the law of God to the attention. Thus the light and strength and power of the truth will be magnified. Youth from the world, some even whose minds have been de-praved, will connect with these schools, and there they will be converted. Their witness for the truth may be stopped for awhile by the false theories en-tertained by the parents, but in the end truth will triumph. I am instructed to say that this kind of missionary work will have a telling influence in diffusing light and knowledge.”—Testimonies, vol. 6, pp. 203, 204.

#### **Myths and Fairy Tales**

“In the education of children and youth, fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in the schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood? When the chil-dren ask the meaning of stories so contrary to the teach-ing of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use. The ideas presented in these books mislead the children. They impart false views of life, and beget and foster a desire for the unreal.

“The widespread use of such books at this time is one of the cunning devices of Satan. He is seeking to divert the minds of old and young from the great work of preparation for the things that

are coming upon the earth. He means that our chil-dren and youth shall be swept away by the soul-destroying deceptions with which he is flooding the world. Therefore he seeks to divert their minds from the Word of God, and thus prevent them from gain-ing a knowledge of those truths that would be their safeguard.

“Never should books containing a perversion of truth be placed before children or youth. And if those with mature minds had nothing to do with such books, they would be far safer.”—Testimonies, vol. 8, pp. 308, 309.

#### **Character of Work Done**

“The character of the work done in our church schools should be of the very highest order. Jesus Christ, the Re-storer, is the only remedy for a wrong education, and the lessons taught in His Word should ever be kept before the youth in the most attractive form. The school discipline should supplement the home training, and both at home and at school simplicity and godliness should be maintained. Men and women will be found who have talent to work in these small schools, but who can not work to advantage in the larger ones. As they practice the Bible lessons, they will themselves receive an education of the highest value.” Testi-monies, vol. 6, p. 200.

#### **Selection of Teachers**

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

“To place over young children teachers who are proud and unloving is wicked. A teacher of this stamp will do great harm to those who are rapidly developing character. If teachers are not submis-sive to God, if they have no love for the children over whom they preside, or if they show partiality for those who please their fancy, and manifest in-difference to those who are less attractive, or to those who are restless and nervous, they should not be employed; for the result of their work will be

a loss of souls for Christ.”—Testimonies, vol. 6, pp. 200, 201.

### **Students as Assistants**

“Very much of the success of a church school depends on the teacher chosen. Church-school teachers should not be children who have not come to maturity, who are unable to do only a cheap class of work. The one placed in charge of a church school should be of suitable age, and, where the number of students is sufficient, assistants should be selected from the students. Thus the students can gain an experience of great value.”—MS.

### **Qualifications of Teachers**

“Teachers are needed, especially for the children, who are calm and kind, manifesting forbearance and love for the very ones who most need it. Jesus loved the children; He regarded them as younger members of the Lord’s family. He always treated them with kindness and respect, and teachers are to follow His example. They should have the true missionary spirit; for the children are to be trained to become missionaries. They should feel that the Lord has committed to them as a solemn trust the souls of the children and youth. Our church schools need teachers who have high moral qualities; those who can be trusted; those who are sound in the faith, and who have tact and patience; those who walk with God, and abstain from the very appearance of evil. In their work they will find clouds. There will be clouds and darkness, storms and tempests, prejudice to meet from parents who have incorrect ideas of the characters which their children should form; for there are many who claim to believe the Bible, while they fail to bring its principles into the home life. But if the teachers are constant learners in the school of Christ, these circumstances will never conquer them. . . .

“Special talent should be given to the education of the little ones. Many can put the crib high, and give food to the sheep; but it is a more difficult matter to put the crib low, and feed the lambs. This is a lesson which primary teachers need to learn.”—Testimonies, vol. 6, pp. 201, 205.

### **Erection of Buildings**

“How many children there are in the crowded cities that have not even a spot of green grass to set their feet upon! If they could be educated in the country, amid the beauty, peace, and purity of nature, it would seem to them the spot nearest heaven. In retired places, where we are farthest from the corrupting maxims, customs, and excitements of the world, and nearest to the heart of nature, Christ makes His presence real to us, and

speaks to our souls of His peace and love.” Special Testimonies on Education, pp. 46, 47.

“This matter has been plainly presented before me. I saw in different places new companies of believers being raised up, and meetinghouses being erected. Those newly come to the faith were helping with willing hands, and those who had means were assisting with their means. In the basement of the church, above ground, I was shown a room provided for a school where the children could be educated in the truths of God’s Word. Consecrated teachers were selected to go to these places. The numbers in the school were not large, but it was a happy beginning. . . .

“The establishing of churches and the erection of meeting-houses and school buildings was extended from city to city. In each place the believers were making a united, persevering effort, and the Lord was working to increase His forces. Something was being established that would publish the truth.

“This is the work to be done in America, in Australia, in Europe, and wherever companies are brought into the truth. The companies that are raised up need a place of worship. Schools are needed where Bible instruction may be given to the children. The schoolroom is needed just as much as is the church building. The Lord has persons to engage in the work of establishing church schools as soon as something is done to prepare the way for them.”—Testimonies, vol. 6, pp. 108, 109.

“Years ago school buildings suitable for church schools should have been erected, in which the children and youth could receive a true education.” *Testimonies*, vol. 6, p. 203.

### **Discipline**

“The Lord would have our primary schools, as well as those for older persons, of a character that angels of God can walk through the room and behold in the order and principles the order and government of heaven. This is thought by many to be impossible, but every one should begin with this, and should work most earnestly to preserve the Spirit of Christ in temper, in communications, in the instruction,—the teachers placing themselves in the channel of light where the Lord can use them as His agents to reflect His own likeness of character upon the students. They may know that as God-fearing instructors, they have helpers every hour to impress upon the children the valuable lessons given.”—MS.

### **Co-operation of Parents with Teacher**

“Let parents seek the Lord with intense earnestness, that they may not be stumbling-blocks in the way of their children. Let envy and jealousy be banished from the heart, and let the peace of Christ come in to unite the members of the church in true Christian fellowship. Let the windows of the soul be closed against the poisonous malaria of earth, and let them be opened heavenward to receive the healing rays of the sunshine of Christ’s righteousness. Until the spirit of criticism and suspicion is banished from the heart, the Lord can not do for the church that which He longs to do in opening the way for the establishment of schools; until there is unity, He will not move upon those to whom He has entrusted means and ability for the carrying forward of this work. Parents must reach a higher standard, keeping the way of the Lord and practicing righteousness, that they may be light hearers. There must be an entire transformation of mind and character. A spirit of disunion cherished in the hearts of a few will communicate itself to others, and undo the influence for good that would be exerted by the school. Unless parents are ready and anxious to co-operate with the teacher for the salvation of their children, they are not prepared to have a school established among them.”—Testimonies, vol. 6, p. 202.

### **Support**

“The same principles which, if followed, will bring success and blessing to our training schools and colleges, should govern our plans and work for the church schools. Let all share the expense. Let the church see that those who ought to receive its benefits are attending the school. Poor families should be assisted. We can not call ourselves true missionaries if we neglect those at our very doors, who are at the most critical age, and who need our aid to secure knowledge and experience that will fit them for the service of God. . .

“As church schools are established, the people of God will find it a valuable education for themselves to learn how to conduct the school on a basis of financial success. If this can not be done, close the school until, with the help of God, plans can be devised to carry it on without the blot of debt upon it. Men of financial ability should look over the accounts once, twice, or thrice a year, to ascertain the true standing of the school and see that enormous expenses, which will result in the accumulation of indebtedness, do not exist. We should shun debt as we would shun the leprosy.”—Testimonies, vol. 6, pp. 216, 217.

### **Responsibility of the Church**

“The work that lies next to our church members is to become interested in our youth; for they

need kindness, patience, tenderness, line upon line, precept upon precept. O, where are the fathers and mothers in Israel? We ought to have a large number of them who would be stewards of the grace of Christ, who would feel not merely a casual interest, but a special interest, in the young. We ought to have those whose hearts are touched by the pitiable situation in which our youth are placed, who realize that Satan is working by every conceivable device to draw them into his net. God requires that the church rouse from its lethargy, and see what is the manner of service demanded of them at this time of peril. The lambs of the flock must be fed. The eyes of our brethren and sisters should be anointed with heavenly eye-salve. . . . We must be aroused to see what needs to be done in Christ’s spiritual vineyard, and go to work. The Lord of heaven is looking on to see who is doing the work he would have done for the youth and the children.”—Special Testimonies on Education, pp. 197, 198.

“Churches where schools are established may well tremble as they see themselves entrusted with moral responsibilities too great for words to express. Shall this work that has been begun fail or languish for want of consecrated workers? Shall selfish projects and ambitions find room in this enterprise? Will the workers permit the love of gain, the love of ease, the lack of piety, to banish Christ from their hearts, and exclude Him from the school? God forbid! The work is already far advanced. In educational lines everything is arranged for an earnest reform, for a truer, more effective education. Will our people accept this holy trust? Will they humble themselves at the cross of Calvary, ready for every sacrifice and every service?” Testimonies, vol. 6, p. 204.

### **Results of Work**

“When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established; for children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved the mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of ‘higher education.’ As the children sang in the temple, ‘Hosanna! Blessed is He that cometh in the name of the Lord,’ so, in these last days, children’s voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon them, and they will do a work in the proclamation of the truth which the

older workers can not do, because the way will be hedged up.

“Our church schools are ordained by God to prepare children for this great work. Here children are to be instructed in the special truths for this time and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work, and by their jots and tittles, can help to carry it forward. Their investments may be small, but every little helps, and by their efforts many souls will be won to the truth. By them God’s message will be made known, and His saving health to all nations. Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord’s heritage.”—Testimonies, vol. 6, pp. 202, 203.

#### **IV. THE INTERMEDIATE SCHOOL**

##### **Several Churches Unite to Establish a School**

“Wherever there are a few Sabbath-schools, let the parents unite together in providing a place for a day school, where the children of the various Sabbath-keepers can come together. Let them employ a Christian teacher, who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries themselves. Work while it is day, for the night cometh when no man can work.”—MS., Feb. 2, 1895.

“We should have primary schools in different localities to prepare our youth for our higher schools.”—Special Testimonies to M. and W., No. 6, p: 58.

##### **Necessity of**

“Intermediate schools are highly essential. There are many parents who do not know how to train their children to be workers together with God. They have not in all things outgrown their childishness, and therefore they know not how to care properly for the church in their homes. Fathers and mothers have become indifferent to their obligations to God and unmindful of their duty to their children. Therefore, we must establish schools that will be as the schools of the prophets.”—MS., May 17, 1903.

##### **The Great Aim**

“It is not wise for a new school to lift its banner and promise a high grade of work before it has proved that it is fully able to do preparatory work as it should be done. It should be the great aim in every intermediate school to do most thorough work in the common branches.

“In every school that is established among us, the teachers should begin humbly, not grasping the higher rounds of the ladder before they have climbed the lower ones. They are to climb round after round, beginning at the bottom. They are to be learners, even as they teach the common branches. When they have come down to the simplicity of true education, they will better understand how to prepare students for advanced studies. Teachers are to learn as they teach. Advancement is to be made, and, by advancement, experience is to be gained.”—Id.

##### **Industrial Work**

“The Word of God is to lie at the foundation of all the work done in these schools. And the students are to be taught the true dignity of labor. They are to be shown that God is a constant worker. Let every teacher take hold heartily with a group of students working with them, and teaching them 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.

“Our teachers are not to think that their work ends with giving instruction from books. They should devote several hours each day to working with the students in some line of manual training. This should in no case be neglected.”Id.

“In every school there should be those who have a store of patience and disciplinary talent. It should be the part of these to see that every line of work is kept up to the highest standard. Lessons in neatness, order, and thoroughness are to be given to the students. They are to be taught to keep everything in the school and about the grounds in perfect order.”—Id.

##### **Relation to Training Schools**

“Thorough work must be done in these schools, for many students will go 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 studying 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.

“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 considered by our responsible men in each union conference. All the different

educational interests should be given careful consideration, and then each school should place its work on a proper basis.”—Id.

### **Studies**

As stated above, the work of the intermediate school should be to teach thoroughly the common branches and instruct the students in various lines of industrial work. But some of the students will not continue their school work in the training school, but will go from the intermediate school directly into some line of missionary work; consequently the studies of the intermediate school will consist partly of the studies in the church school and partly of those in the training school. At the educational council it was decided to have the course of study include the subjects in the years from seven to ten, inclusive, usually spoken of as grades seven to ten; but this is not to be considered as an arbitrary arrangement. Both the church and the intermediate school will arrange their courses of study as the necessities of the case demand.

### **Location**

“For years I have been given special light that we are not to center our work in the cities. The turmoil and confusion that fill the cities, the conditions brought about by the labor unions and the strikes, would prove a great hindrance to our work. Men are seeking to bring those engaged in the different trades under bondage to certain unions. This is not God’s planning, but the planning of a power that we should in nowise acknowledge. God’s Word is fulfilling; the wicked are binding themselves up in bundles ready to be burned.

“We are now to use all our entrusted capabilities in giving the last warning message to the world. In this work we are to preserve our individuality. We are not to unite with secret societies or with trades unions. We are to stand free in God, looking constantly to Christ for instruction. All our movements are to be made with a realization of the importance of the work to be accomplished for God.”—Testimonies, vol. 7, p. 84.

“The reasons that have led us in a few places to turn away from the cities, and locate our schools in the country, hold good with the schools in other places. To expend money in additional buildings when a school is already deeply in debt, is not in accordance with God’s plan. Had the money which our larger schools have used in expensive buildings, been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be, in a more prosper-

ous condition. Had this course been followed, there would have been some grumbling from students, and many objections would have been raised by parents; but the students would have secured an all-round education, which would have prepared them, not only for practical work in various trades, but for a place on the Lord’s farm in the earth made new.

“Had all our schools encouraged work in agricultural lines they would now have an altogether different showing. There would not be so great discouragements. Opposing influences would have been overcome; financial conditions would have changed. With the students, labor would have been equalized; and as all the human machinery was proportionately taxed, greater physical and mental strength would have been developed. But the instruction which the Lord has been pleased to give has been taken hold of so feebly that obstacles have not been overcome.

“It reveals cowardice to move so slowly and uncertainly in the labor line,—that line which will give the very best kind of education. Look at nature. There is room within her vast boundaries for schools to be established where grounds can be cleared and land cultivated. This work is essential to the education most favorable to spiritual advancement; for nature’s voice is the voice of Christ, teaching us innumerable lessons of love, and power, and submission, and perseverance. Some do not appreciate the value of agricultural work. These should not plan for our schools; for they will hold everything from advancing in right lines. In the past their influence has been a hindrance.”—Testimonies, vol. 6, pp. 177, 178.

### **Support**

“I wish that I could command language to express clearly the importance of the proper management of our schools. All should feel that our schools are the Lord’s instrumentalities, through which He would make Himself known to man. Everywhere men and women are needed to act as channels of light. The truth of God is to be carried to all lands, that men may be enlightened by it. . . .

“That our schools may nobly accomplish the purpose for which they are established, they should be free from debt. They should not be left to bear the burden of paying interest. In the establishment of training-schools for workers, and especially in new fields where the brethren are few and their means limited, rather than delay the work it may be better to hire some money from the friends of the enterprise; but whenever it is possible, let our institutions be dedicated free from debt. . . .

“In the erection of school buildings, in their furnishing, and in every feature of their management, the strictest economy must be practiced. Our schools are not to be conducted on any narrow or selfish plans. They should be as homelike as possible, and in every feature they are to teach correct lessons of simplicity, usefulness, thrift, and economy. . . .

“If our schools are conducted on right lines, debts will not be piling up, and still the students will be made comfortable, and the table will be supplied with plenty of good, substantial food. Our economy must never be of that kind which would lead to providing meager meals. Students should have an abundance of wholesome food. But let those in charge of the cooking gather up the fragments that nothing is to be lost. . . .

“When the managers of a school find that it is not meeting running expenses, and debts are heaping up, they should act like level-headed business men, and change their methods and plans. When one year has proved that the financial management has been wrong, let wisdom’s voice be heard. Let there be a decided reformation. Teachers may manifest a Christ-like excellence in serious, solid thinking and planning to improve the state of things. They should enter heartily into the plans of the managers, and share their burdens.”—Testimonies, vol. 6, pp. 206-210.

### **Low Tuitions**

“In some of our schools the price of tuitions has been too low. This has in many ways been detrimental to the educational work. It has brought discouraging debt; it has thrown upon the management a continual suspicion of miscalculation, want of economy, and wrong planning; it has been very discouraging to the teachers; and it leads the people to demand correspondingly low prices in other schools. Whatever may have been the object in placing the tuition at less than a living rate, the fact that a school has been running behind heavily is sufficient reason for reconsidering the plans and arranging its charges so that in the future its showing may be different. The amount charged for tuition, board, and residence should be sufficient to pay the salaries of the faculty, to supply the table with an abundance of healthful, nourishing food, to maintain the furnishing of the rooms, to keep the buildings in repair, and to meet other necessary running expenses. This is an important matter, and calls for no narrow calculation, but for a thorough investigation. The counsel of the Lord is needed. The school should have a sufficient income not only to pay the necessary running expenses, but to

be able to furnish the students during the school term with some things essential for their work.

“Debts must not be allowed to accumulate term after term. The very highest kind of education that could be given is to shun the incurring of debt as you would shun disease. When one year after another passes and there is no sign of diminishing the debt, but it is rather increased, a halt should be called. Let the managers say, ‘We refuse to run the school any longer unless some sure system is devised.’ It would be better, far better, to close the school until the managers learn the science of conducting it on a paying basis. For Christ’s sake, as the chosen people of God, call yourselves to task, and inaugurate a sound financial system in our schools.

“Whenever it becomes necessary to raise the prices at any school, let the matter first be laid before the patrons of the institution, showing them that the fees have been placed at too low a figure, and that, as a result, debts are accumulating upon the school, thus crippling and hindering its work. Properly increasing the tuitions may cause a decrease in the attendance, but a large attendance should not be so much a matter of rejoicing as freedom from debt.”—Testimonies, vol. 6, pp. 210, 211.

### **Assisting Worthy Students**

“The churches in different localities should feel that a solemn responsibility rests upon them to train youth and educate talent to engage in missionary work. When they see those in the church who give promise of making useful workers, but who are not able to support themselves in the school, they should assume the responsibility of sending them to one of our training-schools. There is excellent ability in the churches that needs to be brought into service. There are persons who would do good service in the Lord’s vineyard, but many are too poor to obtain without assistance the education that they require. The churches should feel it a privilege to take a part in defraying the expenses of such.

“Those who have the truth in their hearts are always open-hearted, helping where it is necessary. They lead out, and others imitate their example. If there are some who should have the benefit of the school, but who can not pay full price for their tuition, let the churches show their liberality by helping them.

“Besides this, in each conference a fund should be raised to loan to worthy poor students who desire to give themselves to the missionary work; and in some cases they should even receive donations.”—Testimonies, vol. 6, p. 213.

## V. THE TRAINING SCHOOL

### Purpose of Establishing

“Our schools are to be training-schools; and if men and women come forth from them fitted in any sense for the missionary field, they must be led to realize the greatness of the work; practical godliness must be brought into their daily experience, if they would be fitted for any place of usefulness in the cause of God.”—*Gospel Workers*, p. 291.

“It was as a means ordained of God to educate young men and women for the various departments of missionary labor that colleges were established among us. It is God’s will that they send forth not merely a few, but many laborers.”—*Testimonies*, vol. 5, p. 390.

“The primary object of our college was to afford young men an opportunity to study for the ministry, and to prepare young persons of both sexes to become workers in the various branches of the cause. These students needed a knowledge of the common branches of education, and above all else, of the Word of God. . . . The Lord has repeatedly shown that we should not pattern after the popular schools. Ministers of other denominations spend years in obtaining an education. Our young men must obtain theirs in a short time. Where there is now one minister, there should be twenty, whom our college had prepared, with God’s help, to enter the gospel field.”—*Testimonies*, vol. 5, pp. 60, 61.

### Training of Workers

#### 1. MINISTERS AND BIBLE WORKERS.

“One great object of our schools is the training of youth to engage in service in our institutions and in different lines of gospel work. The people everywhere are to have the Bible opened to them. The time has come, the important time, when through God’s messengers the scroll is being unrolled to the world. The truth comprised in the first, second, and third angels’ messages must go to every nation, kindred, tongue, and people; it must lighten the darkness of every continent, and extend to the islands of the sea. Nothing of human invention must be allowed to retard this work. That this may be accomplished, there is need of cultivated and consecrated talent; there is need of persons who can do excellent work in the meekness of Christ because self is hid in Christ. Novices can not acceptably do the work of unfolding the hidden treasure to enrich souls in spiritual things. ‘Consider what I say; and the Lord give thee understanding in all things. . . . Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.’ 2 Tim. 2: 7, 15. This

charge to Timothy is to be an educating power in every family and in every school. . . .

“There is an urgent demand for laborers in the gospel field. Young men are needed for this work; God calls for them. Their education is of primary importance in our colleges, and in no case should it be ignored or regarded as a secondary matter. It is entirely wrong for teachers, by suggesting other occupations, to discourage young men who might be qualified to do acceptable work in the ministry. Those who present hindrances to prevent young men from fitting themselves for this work are counterworking the plans of God, and they will have to give an account of their course. There is among us more than an average of men of ability. If their capabilities were brought into use, we should have twenty ministers where we now have one.

“Young men who design to enter the ministry should not spend a number of years solely in obtaining an education. Teachers should be able to comprehend the situation, and to adapt their instruction to the wants of this class; and special advantages should be given them for a brief yet comprehensive study of the branches most needed to fit them for their work. But this plan has not been followed. Too little attention has been given to the education of young men for the ministry. We have not many years to work, and teachers should be imbued with the Spirit of God, and work in harmony with His revealed will, instead of carrying out their own plans. We are losing much every year because we do not heed the counsel of the Lord on these points.” *Testimonies*, vol. 6, pp. 133-136.

**2. CANVASSERS.** “The importance of the canvassing work is kept ever before me. This work has not of late had the life infused into it which was once given by the agents who made it their specialty. Canvassers have been called from their evangelistic work to engage in other labor. This is not as it should be. Many of our canvassers, if truly converted and consecrated, can accomplish more in this line than in any other in bringing the truth for this time before the people.

“We have the Word of God to show that the end is near. The world is to be warned, and as never before we are to be laborers with Christ. The work of warning has been entrusted to us. We are to be channels of light to the world, imparting to others the light we receive from the great Light-bearer. The words and works of all men are to be tried. Let us not be backward now. That which is to be done in warning the world must be done without delay. Let not the canvassing work be left to languish. Let the books containing the light on present truth be placed before as many as possible. . . .

“Let canvassing evangelists give themselves up to be worked by the Holy Spirit. Let them by persevering prayer take hold of the power which comes from God, trusting in Him in living faith. His great and effectual influence will be with every true, faithful worker.

“As God blesses the minister and evangelist in their earnest efforts to place the truth before the people, so He will bless the faithful canvasser.”—Testimonies, vol. 6, pp. 329, 340.

**3. MISSIONARY TEACHERS.** “It is also the Lord’s design that our schools shall give young people a training which will prepare them to teach in any department of the Sabbathschool, or to discharge the duties in any of its offices. We should see a different state of affairs, if a number of consecrated young persons would devote themselves to the Sabbathschool work, taking pains to educate themselves, and then to instruct others as to the best methods to be employed in leading souls to Christ. This is a line of work that brings returns.

“The management and instruction of children is the noblest missionary work that any man or woman can undertake. By the proper use of objects the lessons should be made very plain, that their minds may be led from nature up to nature’s God. We must have in our schools those who possess the tact and skill to carry forward this line of work, thus sowing seeds of truth. The great day of God alone can reveal the good this work will do.”—Testimonies, vol. 6, pp. 136, 205.

**4. PREPARATORY COURSE FOR PHYSICIANS.** “It is not necessary for so many of our youth to study medicine. But for those who should take medical studies our union conference training schools should make ample provision in facilities for preparatory education. Thus the youth of each union conference can be trained nearer home, and be spared the special temptations that attend the work in Battle Creek.”—Review and Herald, Oct. 15, 1903.

**5. MISSIONARY NURSES.** “In our schools missionary nurses should receive lessons from well-qualified physicians, and as a part of their education should learn how to battle with disease and to show the value of nature’s remedies. This work is greatly needed. Cities and towns are steeped in sin and moral corruption, yet there are Lots in every Sodom. The poison of sin is at work at the heart of society, and God calls for reformers to stand in defense of the law which He has established to govern the physical system. They should at the same time maintain an elevated standard in the training of the mind and the culture of the heart, that the Great Physician may co-operate with the

human helping hand in doing a work of mercy and necessity in the relief of suffering.”—Testimonies, vol. 6, p. 136.

### **6. BOOKKEEPERS AND STENOGRAPHERS.**

“The education given in our schools is one-sided. Students should be given an education that will fit them for successful business life. The common branches of education should be fully and thoroughly taught. Bookkeeping should be looked upon as of equal importance with grammar. This line of study is one of the most important for use in practical life; but few leave our schools with a knowledge of how to keep books correctly.”—MS., Dec. 20, 1896.

“There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance, and purity are the secret of true success. These principles, set forth in the book of Proverbs, constitute a treasury of practical wisdom.”—Education, p. 135.

**7. INDUSTRIAL WORKERS.** “Because difficulties arise, we are not to drop the industries that have been taken hold of as branches of education. While attending school, the youth should have an opportunity for learning the use of tools. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should erect buildings on the school grounds and make needed improvements, thus by practical lessons learning how to build economically. The students should also be trained to manage all the different kinds of work connected with printing, such as typesetting, presswork, and bookbinding, together with tent-making, and other useful lines of work. Small fruits should be planted, and vegetables and flowers cultivated, and this work the lady students may be called out of doors to do. Thus, while exercising brain, bone, and muscle, they will also be gaining a knowledge of practical life.

“Culture on all these points will make our youth useful in carrying the truth to foreign countries. They will not then have to depend upon the people among whom they are living to cook and sew and build for them, nor will it be necessary to spend money to transport men thousands of miles to plan schoolhouses, meetinghouses, and cottages. Missionaries will be much more influential among the people if they are able to teach the inexperienced how to labor according to the best methods and to produce the best results. They will thus be able to demonstrate that missionaries can become industrial educators; and this kind of instruction will be appreciated, especially where means are limited. A much smaller fund will be required to sustain such missionaries, because, combined with

their studies, they have put to the very best use their physical powers in practical labor; and wherever they may go all they have gained in this line will give them vantage ground. Students in the industrial departments, whether they are employed in domestic work, in cultivating the ground, or in other ways, should have time and opportunity given them to tell the practical, spiritual lessons they have learned in connection with the work. In all the practical duties of life, comparisons should be made with the teachings of nature and of the Bible.”—Testimonies, vol. 6, pp. 176, 177.

“Many young people will come to school who desire a training in industrial lines. The industrial instruction should include the keeping of accounts, carpentry, and everything that is comprehended in farming. Preparation should also be made for teaching blacksmithing, painting, shoemaking, cooking, baking, laundering, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go out equipped for the duties of practical life.”—Testimonies, vol. 6, p. 182.

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

“The work should have a definite aim, and should be thorough. While every person needs some knowledge of different handicrafts, it is indispensable that he become proficient in at least one. Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.”—Education, p. 218.

### **Advanced Courses and Conditions of Admission**

“So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower. This is too often neglected. Even among students in the higher schools and the colleges, there is great deficiency in knowledge of the common branches of educa-

tion. Many students devote their time to higher mathematics, when they are incapable of keeping simple accounts. Many study elocution with a view to acquiring the graces of oratory, when they are unable to read in an intelligible and impressive manner. Many who have finished the study of rhetoric fail in the composition and spelling of an ordinary letter.

“A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement.”—Education, p. 284.

### **A High Standard**

“Our work is reformatory; and it is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing. In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of text-books merely. The study of text-books alone can not afford students the discipline they need, nor can it impart true wisdom. The object of our schools is to provide places where the younger members of the Lord’s family may be trained according to His plan of growth and development. . . .

“For the accomplishment of this work a broad foundation must be laid. A new purpose must be brought in and find place, and students must be aided in applying Bible principles in all they do. Whatever is crooked, whatever is twisted out of the right line, is to be plainly pointed out and avoided; for it is iniquity not to be perpetuated. It is important that every timelier should love and cherish sound principles and doctrines, for this is the light to be reflected on the pathway of all students.”—Testimonies, vol. 6, pp. 126, 127.

### **Chief Lines of Study**

**1. THE BIBLE.** “The Word of God is the most perfect educational Book in our world.”—Special Testimonies on Education, p. 19.

“The Word of God is to stand as the highest educating Book in our world, and is to be treated with reverential awe. . . . We need to present the Bible as the great Lesson Book, to place in the hands of our children and youth, that they may know Christ, whom to know aright is life eternal. It is the Book to be studied by those of middle age and those who are aged.”—Special Testimonies on Education, p. 233.

"If used as a text-book in our schools, it will be found far more effective than any other book in the world."—Christian Education, p. 108.

"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, even when thus considered; but of infinitely wider scope, of infinitely greater value, are they when viewed in their relation to the grand central thought. Viewed in the light of this thought, every topic has a new significance. In the most simply stated truths are involved principles that are as high as heaven and that compass eternity."—Education, p. 125.

**2. SCIENCE (MATHEMATICS).** "The work done in our schools is not to be like that done in the colleges and seminaries of the world. In the grand work of education, instruction in the sciences is not to be of an inferior character, but that knowledge must be considered of first importance which will fit a people to stand in the great day of God's preparation."

"Above all other people upon the earth, the man whose mind is enlightened by the opening of the Word of God to his understanding, will feel that he must give himself to greater diligence in the perusal of the Word of God, and to a diligent study of the sciences, for his hope and calling are greater than any other. The more closely connected man is with the Source of all knowledge and wisdom, the more he can be advantaged intellectually as well as spiritually through his relation to God. The knowledge of God is the essential education, and this knowledge every true worker will make it his constant study to obtain."—Christian Education, p. 143.

"God wants the teachers in our schools to be efficient. If they are advanced in spiritual understanding, they will feel that it is important that they should not be deficient in the knowledge of the sciences. Piety and a religious experience lie at the very foundation of true education. . . . While they need no less of piety, they also need a thorough knowledge of the sciences."—Review and Herald, June 21, 1887.

"Too great devotion to study, even of true science, creates an abnormal appetite, which in-

creases as it is fed. This creates a desire to secure more knowledge than is essential to do the work of the Lord."—Special Testimonies on Education, p. 111.

**3. INDUSTRIAL STUDY AND WORK.—AGRICULTURE THE A, B, AND C.** "Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce for grain and vegetables and the fruits so essential to health. Our youth need an education in felling trees and tilling the soil as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work, and should work with them. Thus the teachers themselves will learn to carry responsibilities as burden-bearers. Proper students also should in this way be educated to bear responsibilities, and to be laborers together with the teachers. All should counsel together as to the very best methods of carrying on the work."

"Time is too short now to accomplish that which might have been done in past generations. But even in these last days we can do much to correct the existing evils in the education of youth. And because time is short, we should be in earnest, and work zealously to give the young an education consistent with our faith. We are reformers. We desire that our children should study to the best advantage. In order to do this, employment should be given them which will call into exercise the muscles. Daily, systematic labor should constitute a part of the education of youth even at this late period. Much can now be gained in this way. In following this plan, the students will, realize elasticity of spirit and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone. And thus they can leave school with constitutions unimpaired, and with strength and courage to persevere in any position where the providence of God may place them."—Testimonies, vol. 6, pp. 179, 180.

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

rooms should be provided, and the work in every line should be under skilled instructors.

“The work should have a definite aim, and should be thorough. While every person needs some knowledge of the different handicrafts, it is indispensable that he become proficient in at least one. Every youth, on leaving school, should have acquired a knowledge of some trade or occupation, by which, if need be, he may earn a livelihood.

“The objection most often urged against industrial training in the schools is the large outlay involved. But the object to be gained is worthy of its cost. No other work committed to us is so important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent.

“Even from the view-point of financial results, the outlay required for manual training would prove the truest economy.”—Education, p. 218. See also “Industrial Reform,” Testimonies, vol. 6, pp. 176-180.

**4. HISTORY.** “Many who are seeking a preparation for the Lord’s work think it essential to accumulate large volumes of historical and theological writings. They suppose that the study of these works will be a great advantage to them in learning how to reach the people. This is an error. As I see shelves piled with these books, some of them rarely looked into, I think, Why spend money for that which is not bread? The sixth chapter of John tells us more than can be found in such works. Christ says, ‘I am the bread of life.’ The words that I speak unto you, they are spirit, and they are life.’

“There is a study of history that is not to be condemned. Sacred history was one of the studies in the schools of the prophets. In the record of His dealings with the nations were traced the footsteps of Jehovah. So to-day we are to consider the dealings of God with the nations of the earth. We are to see in history the fulfillment of prophecy, to study the workings of Providence in the great reformatory movements, and to understand the progress of events in the marshaling of the nations for the final conflict of the great controversy.”—Testimonies, vol. 8, p. 307.

“The Bible is the most ancient and the most comprehensive history that men possess. It came fresh from the fountain of eternal truth, and throughout the ages a divine hand has preserved its purity. It lights up the far-distant past, where human research in vain seeks to penetrate. In God’s Word only do we behold the power that laid the foundations of the earth, and that stretched out the heavens. Here only do we find an authentic

account of the origin of nations. Here only is given a history of our race unsullied by human pride or prejudice.

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

**5. SACRED MUSIC AND POETRY.** “The chief subjects of study in these schools were the law of God, with the instructions given to Moses, sacred history, sacred music, and poetry. . . .

“Music was made to serve a holy purpose, to lift the thoughts to that which is pure, noble, and elevating, and to awaken in the soul devotion and gratitude to God. What a contrast between the ancient custom and the uses to which music is now too often devoted! How many employ this gift to exalt self, instead of using it to glorify God! A love for music leads the unwary to unite with world-lovers in pleasure gatherings where God has forbidden His children to go. Thus that which is a great blessing when rightly used becomes one of the most successful agencies by which Satan allures the mind from duty and from the contemplation of eternal things.

“Music forms a part of God’s worship in the courts above, and we should endeavor, in our songs of praise, to approach as nearly as possible to the harmony of the heavenly choirs. The proper training of the voice is an important feature in education, and should not be neglected. Singing, as a part of religious service, is as much an act of worship as is prayer. The heart must feel the spirit of the song, to give it right expression.”—Christian Education, p. 62.

“It is one of the most effective means of impressing the heart with spiritual truth. How often to the soul hard pressed and ready to despair, memory recalls some word of God’s,—the long-forgotten burden of a childhood song,—and temptations lose their power, life takes on new meaning and new purpose, and courage and gladness are imparted to other souls.”—Education, p. 168.

**6. LANGUAGE.** “In all our work, more attention should be given to the culture of the voice. We may have knowledge, but unless we know how to use the voice correctly, our work will be a failure.

Unless we can clothe our ideas in appropriate language, of what avail is our education? Knowledge will be of little advantage to us unless we cultivate the talent of speech; but it is a wonderful power when combined with the ability to speak wise, helpful words, and to speak them in a way that will command attention.

“Students who expect to become workers in the cause of God should be trained to speak in a clear, straightforward manner, else they will be shorn of half their influence for good. The ability to speak plainly and clearly, in full, round tones, is invaluable in any line of work. This qualification is indispensable in those who desire to become ministers, evangelists, Bible-workers, or canvassers. Those who are planning to enter these lines of work should be taught to use the voice in such a way that when they speak to people about the truth a decided impression for good will be made. The truth must not be marred by being communicated through defective utterance.”- Testimonies, vol. 6, p. 380.

“Voice culture is presented to me as of the greatest importance. Students should receive a training that will prepare them to impart the knowledge they receive. Unless they are taught to read and speak slowly and distinctly, with clearness and force, placing the emphasis where it belongs, how can they teach with any good effect? They should not be allowed to speak so fast that they can not be clearly understood. Every word, every syllable, should be plainly spoken.

“Students should be taught not to speak from the throat, but, to bring the abdominal muscles into action. The throat is only the channel through which the voice is to pass. If public speakers would learn to use the voice properly, there would not be so much throat trouble among them.

“Those who are to go into the field as teachers and ministers should be trained to speak in a way that will arouse an interest in the precious truths which they present. A man may not have so much knowledge, yet he can accomplish much if he has a voice so well trained that he can impart clearly that which he knows.”—MS.

**7. BUSINESS PRINCIPLES (MATHEMATICS).** “The case of Daniel has a lesson for us. It reveals the fact that a business man is not necessarily a sharp, policy man. He can be instructed by God at every step. Daniel, while prime minister of the kingdom of Babylon, was a prophet of God, receiving the light of heavenly inspiration. Worldly, ambitious statesmen are represented in the Word of God as the grass that groweth up, and as the flower of the grass that fadeth. Yet the Lord desires to have in His service intelligent men, men qualified for

various lines of work. There is need of business men who will weave the grand principles of truth into all their transactions. And their talents should be perfected by most thorough study and training. If men in any line of work need to improve their opportunities to become wise and efficient, it is those who are using their ability in building up the kingdom of God in our world. Of Daniel we learn that in all his business transactions, when subjected to the closest scrutiny, not one fault or error could be found. He was a sample of what every business man may be. His history shows what may be accomplished by one who consecrates the strength of brain and bone and muscle, of heart and life, to the service of God. . . .

“Money has great value, because it can do great good. In the hands of God’s children it is food for the hungry, drink for the thirsty, and clothing for the naked. It is a defense for the oppressed, and a means of help to the sick. But money is of no more value than sand, only as it is put to use in providing for the necessities of life, in blessing others, and advancing the cause of Christ.”- Christ’s Object Lessons, pp. 350, 351.

### **Qualifications of Teachers**

“Wise teachers should be chosen for our schools, those who will feel responsible to God to impress upon minds the necessity of knowing Christ as a personal Saviour. From the highest to the lowest grade, they should show special care for the salvation of the students, and through personal effort, seek to lead their feet into straight paths. They should look with pity upon those who have been badly trained in childhood, and seek to remedy defects, which, if retained, will greatly mar the character. No one can do this work who has not first learned in the school of Christ how to teach “ - Testimonies, vol. 6, pp. 152, 153.

### **Normal Department**

“In our larger schools provision should also be made for the education of younger children. This work is to be managed wisely, in connection with the training of more advanced students. The older students should be encouraged to take part in teaching these lower classes.”—MS.

“That our schools may nobly accomplish the purpose for which they are established, they should be free from debt. They should not be left to bear the burden of paying interest. In the establishment of training-schools for workers, and especially in new fields where the brethren are few and their means limited, rather than delay the work it may be better to hire some money from the friends of

the enterprise; but whenever it is possible, let our institutions be dedicated free from debt. . . .

“Some have felt reluctant, to let the students know of the financial embarrassment of the schools; but it will be far better for the students to see and understand our lack of means, for they will thus be able to help in the practice of economy. Many who come to our schools leave homes that are unadorned, and where they have been accustomed to eat simple food without a number of courses. What influence will our example have on these? Let us teach them that while we have so many ways in which to use our means; while thousands are starving, dying of the plague, of famine, of bloodshed, and of fire, it becomes every one of us to consider carefully, to get nothing that is needless, simply to gratify appetite or to make an appearance.

“If our schools are conducted on right lines, debts will not be piling up, and still the students will be made comfortable, and the table will be supplied with plenty of good, substantial food. Our economy must never be of that kind which would lead to providing meager meals. Students should have an abundance of wholesome food. But let those in charge of the cooking gather up the fragments that nothing be lost. . . .

“When the managers of a school find that it is not meeting running expenses, and debts are heaping up, they should act like level-headed business men, and change their methods and plans. When one year has proved that the financial management has been wrong, let wisdom’s voice be heard. Let there be a decided reformation. Teachers may manifest a Christ-like excellence in serious, solid thinking and planning to improve the state of things. They should enter heartily into the plans of the managers, and share their burdens. . . .

“Debts must not be allowed to accumulate term after term. The very highest kind of education that could be given, is to shun the incurring of debt as you would shun disease. When one year after another passes, and there is no sign of diminishing the debt, but it is rather increased, a halt should be called: Let the managers say, ‘We refuse to run the school any longer unless some sure system is devised.’ It would be better, far better, to close the school until the managers learn the science of conducting it on a paying basis. For Christ’s sake, as the chosen people of God, call yourselves to task, and inaugurate a sound financial system in our schools.”—Testimonies, vol. 6, pp. 207-211.

### **Low Tuition**

“In some of our schools the price of tuitions has been too low. This has in many ways been detrimental to the educational work. It has brought discouraging debt; it has thrown upon the management a continual suspicion of mis-calculation, want of economy, and wrong planning; it has been very discouraging to the teachers, and it leads the people to demand correspondingly low prices in other schools. Whatever may have been the object in placing the tuition at less than a living rate, the fact that a school has been running behind heavily is sufficient reason for reconsidering the plans and arranging its charges so that in the future its showing may be different. The amount charged for tuition, board, and residence should be sufficient to pay the salaries of the faculty, to supply the table with an abundance of healthful, nourishing food, to maintain the furnishing of the rooms, to keep the buildings in repair, and to meet other necessary running expenses. This is an important matter, and calls for no narrow calculation, but for a thorough investigation. The counsel of the Lord is needed. The school should have a sufficient income not only to pay the necessary running expenses, but to be able to furnish the students during the school term with some things essential for their work. . . .

“One of the results of low tuition at Battle Creek has been the gathering together in one place of a larger number of students and a larger number of families than was wise. If two-thirds of the people in Battle Creek were plants of the Lord in other localities, they would have room to grow. Greater results would have appeared, if a portion of the time and energy bestowed on the large school in Battle Creek to keep it in a healthy condition had been used for schools in other localities, where there is room for agricultural pursuits to be carried on as a part of the education. Had there been a willingness to follow the Lord’s ways and His plans, many plants would now be growing in other places. Over and over again the word of the Lord has come to us that plants both of churches and of schools, should be made in other localities; that there were too many weighty responsibilities in one place. Get the people out of the large centers, and establish interests in other places, is the instruction given. Had this instruction been heeded, had there been a distribution of means and facilities, the money expended on the extra college buildings at Battle Creek would have abundantly provided for two new plants in other localities, and the tree would have grown and borne such fruit as has not been seen, because men choose to follow their own wisdom.”—Testimonies, vol. 6, pp. 210-212.

### **Support of Bible Teachers**

“The best ministerial talent should be employed in teaching the Bible in our schools. Those selected for this work need to be thorough Bible students, and to have a deep Christian experience, and their salary should be paid from the tithe. . .

“Our conferences look to the schools for educated and well-trained laborers, and they should give the schools a most hearty and intelligent support. Light has been plainly given that those who minister in our schools, teaching the Word of God, explaining the Scriptures, educating the students in the things of God, should be supported by the tithe money. This instruction was given long ago, and more recently it has been repeated again and again.”—Testimonies, vol. 6, pp. 134, 135, 215.

### **Assisting Worthy Students**

The churches in different localities should feel that a solemn responsibility rests upon them to train youth and educate talent to engage in missionary work. When they see those in the church who give promise of making useful workers, but who are not able to support themselves in the school, they should assume the responsibility of sending them to one of our training-schools. There is excellent ability in the churches that needs to be brought into service. There are persons who would do good service in the Lord’s vineyard; but many are too poor to obtain without assistance the education that they require. The church should feel it a privilege to take a part in defraying the expenses of such.

“Those who have the truth in their hearts are always open-hearted, helping where it is necessary. They lead out, and others imitate their example, if there are some who should have the benefit of the school, but who can not pay full price for their tuition, let the churches show their liberality by helping them.”—Testimonies, vol. 6, p. 213.

### **Location**

“The reasons that have led us in a few places to turn away from cities, and locate our schools in the country, hold good with the schools in other places. To expend money in additional buildings when a school is already deeply in debt, is not in accordance with God’s plan. Had the money which our larger schools have used in expensive buildings been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be in a more prosperous condition. Had this course been followed, there would have been some grumbling from students,

and many objections would have been raised by parents; but the students would have secured an all-round education, which would have prepared them, not only for practical work in various trades, but for a place on the Lord’s farm in the earth made new.

“Had all our schools encouraged work in agricultural lines, they would now have an altogether different showing. There would not be so great discouragements. Opposing influences would have been overcome; financial conditions would have changed. With the students, labor would have been equalized; and as all the human machinery was proportionately taxed, greater physical and mental strength would have developed. But the instruction which the Lord has been pleased to give has been taken hold of so feebly that obstacles have not been overcome.”—Testimonies, vol. 6, pp. 177, 178.

### **School Land Sacred**

“The students are not to regard the school land as a common thing, but are to look upon it as a lesson book open before them, which the Lord would have them study. Its lessons will impart knowledge in the culture of the soul.

“If you should allow the land near the school to be occupied with private houses, and then be driven to select for cultivation other land at a distance from the school, it would be a great mistake, and one always to be regretted. All the land near the building is to be regarded as the school farm, where the youth can be educated under well-qualified superintendents. The youth that shall attend our schools need all the land nearby. They are to plant it with ornamental and fruit trees, and to cultivate garden produce. The school farm is to be regarded as a lesson book in nature, from which the teachers may draw their object lessons. Our students are to be taught that Christ, who created the world and all things that are therein, is the life and light of every living thing. The life of every child and youth who is willing to grasp the opportunities of receiving a proper education will be made thankful and happy while at school by the things upon which his eyes shall rest. . . .

“This land, by the appointment of God, is for the benefit of the school. You have had evidences of the working of human nature and what it will reveal under temptation. The greater the number of families that settle around the school building, the more difficulties there will be in the way of teachers and students. The natural selfishness of the children of men is ready to spring into life if everything is not convenient for them. This land about the school is to be the school farm, and this farm is to occupy much more space than you have

thought it would. Work in connection with study is to be done here, according to the counsels given. . .

“Then let everything not essential to the work of the school be kept at a distance, that the sacredness of the place may not be disturbed through the proximity of families and buildings. Let the school stand alone. It will be better for private families, however devoted they may be in the service of the Lord, to be located at some distance from the school buildings. The school is the Lord’s property, and the grounds about it are His farm, where the great Sower can make His garden a lesson book. The results of the labors will be seen, first the blade, then the ear, after that the full corn in the ear.’ Mark 4:28. The land will yield its treasures, bringing the joyousness of an abundant harvest; and the produce gathered through the blessing of God is to be used as nature’s lesson book, from which spiritual lessons can be made plain and applied to the necessities of the soul.” —Testimonies, vol. 6, pp. 181-187.

#### **Meeting of Legal Requirements**

“Prayer will accomplish wonders for those who give themselves to prayer, watching thereunto. God desires us all to be in a waiting, hopeful position. What He has promised, He will do; and if there are legal requirements making it necessary that medical students shall take a certain preparatory course of study, let our colleges teach the required additional studies in a manner consistent with Christian education.”—Review and Herald, Oct. 15, 1903.

#### **Thorough Work**

“All our denominational colleges and training-schools should make provision to give their students the education essential for evangelists and for Christian business men. The youth and those more advanced in years who feel it their duty to fit themselves for work requiring the passing of certain legal tests should be able to secure at our union conference training-schools all that is essential, without having to go to Battle Creek for their preparatory education. . . . They should arrange to carry their students to the point of literary and scientific training that is necessary. Many of these requirements have been made because so much of the preparatory work done in ordinary schools is superficial. Let all our work be thorough, faithful, and true.”—Id.

## **CHAPTER III**

### **PROCEEDINGS OF THE GENERAL CONFERENCE EDUCATIONAL CONVENTION**

The educational convention held at College View, Neb., June 29 to July 10, 1906, was without doubt the most important educational meeting in the history of the denomination. It was the largest convention ever held by this denomination, and the field was the most widely represented. The relation of our educational work to the message was never before so clearly seen or so forcibly presented. A general missionary movement was started to bring the schools and the fields into closer touch. Courses of study were carefully worked out and unanimously adopted, covering the church and intermediate schools, academies, colleges, and training schools. Text-books were adopted so far as any have been produced specially adapted to the work of our denominational schools; the entire proceedings were conducted in a beautiful spirit of Christian unity, the conclusions reached being unanimous. The convention marks an epoch in the history of our educational work, and will go into history bearing the name aptly bestowed upon it by Prof. J. H. Haughey during the discussion of the report of the committee on a missionary educational movement; viz., “The Seventh-day Adventist General Conference Missionary Educational Convention.”

#### **The Keynote**

The keynote of the convention was sounded in the opening address, which was delivered by W. W. Prescott. His theme was, “Wanted—An Inspiration,” and the opening and closing words were, “Lost—in the darkness of sin and apostasy, the divine method of education. Found—in the light of the third angel’s message, that which was lost. Wanted—such an inspiration as will arouse us to our responsibility, and impart to us a zeal befitting our time and our work.”

This note was again sounded on the third day of the meeting in the discussion of the question how to prepare men and woman for the gospel field. Courses of study and methods of instruction are important, but the question of an actual connection between our school work and the field is of far greater importance. If this problem can receive a satisfactory solution, it will largely settle all other questions. How shall the message be brought to the attention of the world’s teeming millions? And how shall our schools best aid in the work? The discussion resulted in the appointment of a committee

of nine members to take under consideration the organization of a movement that will call upon the denomination in a practical way to prepare for the finishing of the work of the Lord speedily.

### **A MISSIONARY EDUCATIONAL MOVEMENT**

The report of the committee above referred to was presented on the sixth day. It was at once recognized as being a remarkable document. Its plans are so far-reaching and its thoughts are so inspiring that we quote it entire, as follows:

"We, a representative body of Seventh-day Adventist teachers and educators, assembled in convention at College View, Nebraska, June 29 to July 10, fully and firmly believe that the Holy Scriptures plainly teach—

"That it is God's purpose to finish in this generation His work in behalf of mankind.

"That this will be done by the proclamation to all the world of the gospel as set forth in the great threefold message of Rev. 14: 6-14.

"That the proclamation of this message will be made by the church, the Lord's people, who are called out and developed by the message itself.

"We also believe in the following instruction from the Spirit of Prophecy:

1. "That it is the purpose of God that through the excellence of the work done in our educational institutions, the attention of the people will be called to the last great effort to save the perishing."

2. "That the primary object of our training-schools is to afford young men an opportunity to study for the ministry, and to prepare young persons of both sexes to become workers in the various branches of the cause."

"From the experience through which God has led us, we have found—

"That in doing this work, the church must make use of varied lines of service, such as preaching, Bible-work, writing, translating, teaching, medical work, colportage, Christian business management, etc.

"In order that this work for the Master may be efficiently and acceptably performed, men and women should receive a definite, thorough education.

"To-day we face a great missionary problem. Notwithstanding all that has been done to finish this work, there are still vast fields unentered, millions of men and women unwarned, and many pressing Macedonian calls unanswered.

"In view of this situation, we feel deeply impressed that the time has fully come when we should put forth the greatest efforts of which we are capable to place in the field the number of qualified workers required to finish the Lord's work according to His purpose.

"To this end we recommend that immediate, earnest, and continued efforts be made—

1. "To create a more intelligent and profound conviction regarding the field to be occupied and the service to be rendered.

"To unite conference and school into closer and more sympathetic touch for intelligent, harmonious co-operation.

"To press the demands for the fields more heavily upon the schools for the supply called for.

"To inaugurate and carry forward a steady, well-grounded, and persuasive movement, the great aim of which shall be to provide qualified workers for the work to be done.

"That the above lines of work may become effective, we urge the Department of Education to take immediate steps to secure these ends—

"(a) By promoting a general, thorough, and continuous study of home and foreign missions.

"(b) By aiding all our schools to arrange a definite course of study for missions.

"(c) By encouraging school boards to provide suitable literature on missions for use in their schools.

"(d) By encouraging teachers to give the subject of missions more careful study, and to speak on the subject more frequently to the people.

"(e) By providing suitable articles regarding missions for all our papers.

"(f) By enlisting the co-operation of all the children, youth, and young people in the financial support of some teacher or classmate who leaves them from time to time for mission fields.

"(g) By making our motto, 'The advent message to all the world in this generation,' a guiding, determining factor in the life-plans and in the use of the time, money, and opportunities of our young people.

"(h) By leading all who can not go, to reckon themselves members of recruiting bands in behalf of their comrades at the front.

"In view of the importance of, our educational work as related to the entire work of God, of the large place it has come to hold in that work and of

its great possibilities as a factor in preparing and supplying trained workers for the mission fields of the world,—

“We earnestly request that arrangements be made for either the chairman or the secretary of the Department of Education to devote his entire time to the general work of the department.”

A. G. DANIELLS,

C. C. LEWIS,

W. E. HOWELL,

U. R. SALISBURY,

M. E. CADY,

M. E. KERN,

J. E. TENNEY,

J. W. LAWHEAD,

A. G. HAUGHEY.

#### COMMITTEE

#### **Plans and Recommendations**

The following plans and resolutions were adopted by the convention:—

“Your committee on plans would respectfully submit the following:

“1. Resolved, That we, as representatives of the Seventh-day Adventist educational work, in convention assembled, express our deep gratitude to God for the marked progress manifested in our educational work since last the work received consideration in general convention, and that we further express our determination to continue unitedly working for a more complete and efficient unification of the work.

“2. We Recommend, That until the demand warrants the publication of a separate educational journal, the publishers of the Review and Herald be requested to add to that paper once a month eight pages of matter to be devoted wholly to educational topics; and we further recommend that the General Conference be requested to assume the extra expense involved.

“Whereas, There is such a great dearth of German and Scandinavian laborers, and our brethren of these nationalities have practically none of our educational literature in their languages, therefore,

“3. We Recommend, That departments of papers in these languages be devoted to the consideration of educational topics; and that those in charge of the work in these languages, both in Union

College and the field, be asked to co-operate with the editors in supplying material for these departments.

“4. We Recommend, That our schools be encouraged to secure and maintain small reference and circulating libraries.

“Whereas, The Youth’s Instructor may be a strong influence in interesting our young people in missionary work, and in securing in our educational institutions the necessary preparation for such work, therefore,

“5. “Resolved, That our educators be requested to contribute to the Instructor in the form of reports and general articles of instruction such matter as will secure these ends.

“6. Resolved, That we encourage our young people to circulate the Instructor among other young people.

“7. Resolved, That Christian educational conventions be held in our churches as often as practicable.

“Whereas, Our church-school teachers are doing a work which calls for the most untiring effort, in the performance of which there are great perplexities, and,

“Whereas, The successful conducting of our church schools calls for thorough preparation on the part of the teacher, therefore,

“8. Resolved, That we urge upon our churches everywhere the importance of paying these self-sacrificing workers a salary in keeping with their qualifications and services.

“9. We Further Recommend, That our conferences everywhere seek to impress their members with the importance of paying the second tithe, thus providing for the systematic support of church-school teachers on a more liberal basis, as well as for church expenses.

“Whereas, The time has come for more clearly defined relations between our different classes of schools, and,

“Whereas, That is needed in our schools which will not only unify the system, but prove an incentive to pupils of all grades to seek for higher attainments, therefore,

“10. We Recommend, That each union conference educational secretary, together with the local conference educational superintendents and the presidents of schools, shall constitute an Examining Board to provide questions and conduct examinations for the completion of subjects, and

the granting of certificates to teachers within the said union conference.

“We would suggest to the boards of examiners a few fundamental rules:

“(a) The examinations to be conducted at a uniform time.

“(b) The questions in each branch to be sent separately and in sealed envelopes which shall not be opened until the class is seated and ready for work.

“(c) No information whatever to be given by the teacher on any point in the examination.

“(d) Communication of any kind among the pupils, or any evidence of dishonesty, to be sufficient reason for throwing out the papers of those concerned.

“(e) A definite time to be assigned for the examination, which shall in no case be exceeded.

“(f) All questions and all certificates to be sent directly to the teacher or principal in charge.

“Whereas, A system of schools has been planned and put in operation which in all respects is adapted to the needs of our children and youth, and to the giving of our message to the world, therefore,

“11. Resolved, That this convention express its unqualified disapproval of any effort to carry the work of our schools beyond the grades of work they are designed to cover, and that both our church and intermediate schools and academies prove their loyalty to the system of schools established by the denomination by doing well the work assigned them.

“12. We Recommend, That the following recommendations passed at the last session of the General Conference, be indorsed and republished:

“ We recommend those in charge of our schools of all grades to seek for a higher standard of education in the Word of God, the sciences, and literary attainments, so as to prepare workers of sufficient education and culture to meet all classes of society.

“ Whereas, There are great numbers of our young people not now in our schools, who ought to be obtaining the benefits of a Christian education,

“Resolved, That the teachers in our training schools, as well as all our workers, take a more active interest in getting our young people into our schools; that a systematic correspondence be carried on by these schools throughout the year, and

that as far as possible, the teachers labor in the field during vacation.

“ We Recommend, That no schools be established or discontinued without advice or counsel from the conference officials.

“ We Recommend, That intermediate schools should not be established without the cooperation and counsel of the union conference.

“ We Recommend, That our training schools make provision for a more thorough training of our prospective teachers, and that a thorough knowledge of the common branches of study, and of the Bible and “Testimonies,” should be obtained by the teachers, together with the best methods of conducting and teaching our schools.

“We recommend, That as far as advisable conferences provide employment for teachers when not engaged in school work, placing them at work selling publications, giving Bible readings, assisting in tent meetings, etc.’

“13. We Recommend, That the instructors in our schools eliminate as far as possible from the courses of study all matter containing infidel or pagan sentiments; that care be exercised in length of courses of study which students pursue, and that where it is advisable for students to take long courses, they be urged to take practical field work with their advanced studies.

“Whereas, We believe music to be one of God’s agencies for the conversion of men, and

“Whereas, There is a tendency in many of our schools to pattern after the world in teaching a grade of music which does not and can not tend to an increase of spirituality on the part of either students or teachers, therefore,

“14. Resolved, That we recommend to all our schools the discontinuance of instruction and the use of all music not in harmony with the spirit of our work.

“Whereas, Our training schools have adopted the definite policy of qualifying our youth for the ministry, Bible work, and service in all departments of the message, therefore,

“15. Resolved, That we urge upon all our conferences the duty of offering field labor to our consecrated young people who come from our schools trained for service.

“Whereas, The Spirit of Prophecy has given this people certain well-defined principles on health reform, especially in regard to dress and diet, and

“Whereas, There seems to be a tendency toward carelessness among us as a people in regard to these principles, therefore,

“16. Resolved, That our teachers and school managers be urged more thoroughly to study, practice, and teach, the principles of health reform.

“17. We Recommend, That the text-book committee be continued until the next General Conference, with such additions and changes as the Department of Education may think best to make; that since the committee is in close touch with the field, all who think of preparing text-books be invited to submit their plans to the committee; and that the committee be authorized and instructed to counsel and aid authors and publishers in producing books in as excellent form and at as reasonable prices as possible.

“Since it is impossible for the committee on Manual to get out the Manual in time for the opening of schools this fall, therefore,

“18. We Recommend, That the manual of the Pacific Union Conference be used until the new Manual is ready.

“To secure more uniform action on the part of our schools in granting certificates to those who complete the work in shorthand and typewriting,—

We Recommend the following to the consideration of those having this work in charge:—

“That two grades in shorthand be recognized; namely, first grade, a speed of 150 words a minute; second grade, a speed of 120 words a minute, the test to be given under the following conditions

“The matter selected to be untechnical, yet unfamiliar to the student, and the reading to be continued five minutes; transcript to be furnished within thirty minutes thereafter. For each error in transcript, such as substitution or omission of words, a deduction of two per cent shall be made, and no certificate to be granted on less than one hundred per cent. If mistakes are made, the speed must be greater than the above requirements, so that due allowance may be made; in other words, the certificate shall be granted only upon the doing of absolutely perfect work at the speed stated, for the length of time specified and on new matter. The speed attained to be stated on the certificate. Nothing to be recognized below 120 words a minute.

“The test in typewriting shall consist of copying at the rate of forty words a minute for five minutes, and of transcribing shorthand notes at the rate of thirty-five words a minute for five minutes, the work to be without error.”

## **Reports of Committees**

The Text-book Committee appointed at the last session of the General Conference met at College View one week prior to the opening of the convention to complete its work, and prepare its report. As its work constantly correlated with the work of the Committee on Courses of Study, these two committees frequently held joint sessions. Their reports naturally received much attention upon the floor of the convention. The results of their work are embodied in the chapter on “Courses of Study,” pages 153-168.

The Committee on Blanks and Reports did not report.

The Committee on Manual Training did not offer a formal report, but the subject received careful attention at the convention. The section on “Manual or Industrial Training” embodies the principles supported by the convention.

The convention placed the subject of the church-school manual in the hands of a committee, with instructions to prepare a new manual as soon as possible, weaving into it the best of the matter contained in the manuals already in use, and adapting it to the plans and recommendations adopted by the convention. The present MANUAL is the result.

## **CHAPTER IV**

### **SCHOOL ORGANIZATION AND MANAGEMENT**

“Let all things be done decently and in order.” 1 Cor. 14:40.

It seems almost unnecessary to add a chapter on school organization and management, for these two features of school work are discussed quite fully elsewhere in the MANUAL. However, for the purpose of bringing the important principles of organization and management clearly and compactly before the minds of parents, teachers, and school boards, a few of the more important items are mentioned.

#### **CHURCH SCHOOLS**

##### **Relation to Conferences**

The school is an institution of the church; the church is an integral part of the conference; the school, therefore, is under the immediate control of the church but under the general watchcare of the conference. Together with the Sabbath school and the young people’s work, it constitutes the Educational Department of the conference. Ordinary

questions of local interest should be settled by the church; graver matters, such as the organization of schools, selection of teachers, etc., need the counsel of conference officers.

### **The Superintendent**

The conference committee may properly be called a board of education to look after the school work within the conference. But it has so many lines of work to direct that it does not have time and opportunity for the details of the educational work; accordingly, at the annual meeting of the conference, the delegates elect a church-school superintendent who is the agent for the conference committee, elected to look after the details of the school work of the conference, and to bring before the committee such matters as need their consideration.

### **Steps in the Organization of a School**

The following paragraph is taken from a testimony dated July 29, 1901:

“The establishment and location of church schools is a matter of utmost importance, and should receive careful attention. Only after the most wise and judicious plans have been laid, should such a school be established. Mistakes may be made by being in too great haste to locate and establish church schools.”

Union and good fellowship in the church is an essential condition to success. “A spirit of disunion cherished in the hearts of a few will communicate itself to others, and undo the influence for good that would be exerted by the school. Unless parents are ready and anxious to co-operate with the teacher for the salvation of their children, they are not prepared to have a school established among them.”—Testimonies, vol. 6, p. 202. .

Probably the above quotation should not be understood as meaning that no church should start a school until every member is in perfect harmony with the undertaking. If so, there would be few schools started. But it certainly indicates that there must be practical, workable union before a school should be opened. When a church believes its conditions are favorable to the establishment of a school, the following are the appropriate steps to be taken:

1. The elder should call a church-school meeting. The conditions to a successful school should be set forth. Passages from the “Testimonies” bearing upon the object and importance of church schools may be read. Opportunity should be given for remarks. At the proper time the church should take a vote whether or not they desire to

establish a church school. If the vote is practically unanimous, the next step should follow as soon as possible.

2. The elder should write to the president of the conference and the superintendent of schools, informing them of the action of the church, request help or counsel in the organization of the school, and wait for a reply.

3. The president himself, or the church-school superintendent should go; or it would be better if both could go. If neither can go, the church should be promptly informed of the fact, and should be authorized to proceed alone.

4. As soon as the conference representatives arrive, or the church is informed that none can be sent, a meeting should be called, an earnest season of prayer for wisdom should be held, and a school board should be chosen. This board may consist of three or five members; in small schools three are sufficient. Its members should be selected for their piety, financial ability, good common sense, and experience in school matters. All these qualities should be as largely represented on the board as possible, and no competent person should be debarred on account of sex.

5. When the board is selected, the rest of the church should go about their duties, and leave the board to manage the school. They should pray for them every day, but criticize and find fault with their actions, never. The board should counsel with the members; and, when asked, the members may give their opinions freely. It is their privilege, also, when they see things going wrong, to go privately to a member of the board, and call attention to such matters. But they should never criticize the school or the teacher, or the board, publicly or privately, especially before their children. All should study to find something good to say about the school; but if they can not find anything good, let them keep still, and pray.

### **The School Board**

Upon their election, the board should organize, by choosing a chairman, a secretary, and a treasurer. The chairman calls meetings, presides, and sees that the actions of the board are carried out. The secretary keeps a record of the meetings. The treasurer receives tuition and other moneys, pays money out as directed by the board, and keeps account of all money passing through his hands. The chairman should be chosen for his executive power and ability to get along with people; the secretary, for his ability to write clear, legible reports; and the treasurer, for his businesslike habits and unimpeachable honesty.

A new board should be elected annually, and soon after the close of the school year, so that they may plan early for the work of the coming year.

It is the duty of the board—

First: To see that a suitable room or rooms are provided in which to conduct the work of the school; to see that these rooms are properly heated, lighted, ventilated, seated, and furnished with blackboards, maps, globe, dictionary, reference and supplemental books, such appliances as are needed for instruction in industrial training, and whatever other appliances are necessary for doing first-class work.

Second: To advise with the superintendent in the selection of a teacher, the choice to be given to the one who has had a thorough training in the principles of Christian education.

Third: To determine the salary of the teacher, and to see that it is paid promptly at the end of each school month.

Fourth: To assist the teacher in procuring a permanent boarding place. See. Matt. 10:11; Luke 10:7.

Fifth: To admit into the school on application all worthy children either of Sabbath-keepers or of those not of the faith. Any who do not pay a second tithe should pay tuition.

Sixth: To co-operate with the teacher in organizing the school in harmony with the course of study arranged and the text-books adopted by the General Conference Educational Council, and presented in the MANUAL under the chapters, "Courses of Study," and "Text Books."

Seventh: To look carefully after the financial interests, having some well-defined plan for meeting the various expenses.

Eighth: To visit the school frequently, and to counsel and co-operate with the teacher in all the interests of the school, intellectual, spiritual, and disciplinary.

Ninth: To dismiss from the school any pupil who persistently refuses to receive good, and whose influence is detrimental to others. No pupil should ever be dismissed from school until every possible effort has been made to save him, nor until both the teacher and the board have fully and freely counseled with each other and with the parent.

### **The Support of Church Schools**

A few general principles should guide in the support of church schools.

1. Debt should be shunned. "The very highest kind' of education that could be given, is to shun the incurring of debt as you would shun disease."—Testimonies, vol. 6, p. 211.

2. The church should regard the school as a missionary enterprise. "Let all share the expense. Let the church see that those who should receive its benefits are attending the school. Poor families should be assisted."—Id., p. 217.

3. "Local needs should be met, if possible, by local tuition or voluntary donations, and pupils should be encouraged to earn their tuition or contributions to the expense fund."—General Conference Recommendation, Nov. 6, 1901.

A plan which has proved quite satisfactory, and is in harmony with these principles, is as follows: The board makes an estimate of the year's expenses, including teacher's salary, fuel, supplies, etc. Each church-member says for what sum he will become responsible—fifty, twenty-five, ten, or five dollars, as the case may be. With these sums at the head of a paper, they visit the members of the church and other interested parties, and find out what each will do. Let those who can, pay a part down. This is the financial basis of the school. If the sum pledged is greater than the estimated expenses, so much the better.

As a means of education to the children, let tuition be charged, and all encouraged to earn their tuition. The tuition is frequently \$1.00 per month for the first and second grades, \$1.25 for the third and fourth, and \$1.50 for the fifth and sixth. Help the children plan ways of earning their tuition. Set apart a piece of land, and let them cultivate it and have the proceeds. They may sell small books. Any honorable way may be used, as determined by the locality and the inventive powers of the children and their parents. Begin to plan a year ahead. Let the treasurer announce that he will receive money at any time in any amount, and will give receipts, which may be kept and presented in payment of tuition. He should carry a blank receipt book with him constantly for this purpose. He should make systematic collection of tuition every month, and should pay all bills promptly. Every month he should report to the board the financial condition of the school, and should collect from the pledges, from time to time, enough to meet all bills. At the end of the year, all that has not been raised by tuition should be met by the pledgers in proportion to the amount of their pledges.

The board should decide who should receive assistance. But let all encourage the children to earn their tuition if possible. All should be liberal

in the payment of pledges, so that money may be left in the treasury to prepare for next year's school.

Since the second tithe to be used for school purposes has been a decided success in those conferences where the plan has been tried, and since the Spirit of the Lord has said that it could be used for no better purpose, the last educational convention recommended "that our conferences everywhere seek to impress their members with the importance of paying the second tithe, thus providing for the systematic support of church-school teachers on a more liberal basis, as well as providing for other church expenses."

This recommendation should receive consideration from the conference officers and local churches.

Let each church adopt a definite plan of support, and then make that plan such a success that instead of an empty treasury and debt at the end of the year, money will be left to begin the work of the next school year. Let this amount be added to during the summer vacation, and the work will go forward with more satisfaction and encouragement.

### **Locating of Teachers**

Experience has demonstrated that the teachers are more wisely distributed throughout the churches when this distribution is made in order to meet the demands of the educational work from the view-point of the entire conference rather than from that of a single church. Each church naturally desires the best teacher, and will offer an inducement in salary. To some, this is quite a temptation, especially since the average salary of the church-school teacher is small. When the competitive plan is carried out in locating teachers, some of the smaller schools secure the best qualified teachers, and the larger schools are left to teachers who lack experience and adaptation to the work. Our best-qualified and most responsible teachers should be connected with those churches, then, which, on account of size and location, should have the best teaching ability available. The conference committee and the church-school superintendent are planning for the good of the work throughout the entire conference. Who, then, are better qualified, without bias, to place the teacher in the school best suited to his experience and ability?

Each church should feel at liberty to express its choice of teacher, but should make no proposition or arrangement without first advising with the conference committee, through the superintendent.

It is equally important that the teacher should observe the same principle. While he should

feel free to express to the conference committee, through the superintendent, his choice of school, yet no proposition or application should be presented to a school board or church without first advising with the conference committee through the superintendent.

### **The Character and Training of Teachers**

"In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. . . . No person of an inferior or narrow cast of mind should be placed in charge of one of these schools. Do not place over the children young and inexperienced teachers who have no managing ability; for their efforts will tend to disorganization. . . . They should have the true missionary spirit; for the children are to be trained to become missionaries"—*Testimonies*, vol. 6, pp. 200, 201.

The quality of our teaching force must be improved, and its numbers increased. We need more teachers, but there is greater need of better teachers. Most of the failures and consequent discouragement, have resulted from incompetency and inexperience. It is not enough that teachers be good, they must be skillful in their art. Men spend long years in study to learn how to treat the body. Should they with unseemly haste rush forward without preparation to direct the development of the soul?

Nor is it simply a knowledge of the subjects to be taught that is needed. Multitudes have this knowledge. It is knowledge of the child nature, of the powers and laws of the growing mind, of the history and philosophy of education, of the principles of Christian education, of the best methods of teaching, of the principles and art of governing—it is a knowledge of these subjects that is needed. And teachers must supply this need. They must be students constantly. They must study to show themselves approved unto God, workmen that need not to be ashamed, rightly dividing the word of truth. Right here appear the duty and responsibility of our training schools. If they have a low standard, the standard of the teachers will be low. If our church-school system is to be elevated to the exalted plane that its principles and its mission demand, the lever must be applied to the normal departments of our training schools. These departments must receive a great uplifting from some source. The character and quality of their instruction must be improved. Their courses of study should be enriched and extended. It is true that if a person has age, and experience, and knowledge, and the gift of teaching, and Christian character,

to serve as a foundation, they may be fitted to teach a church school by a few months of special instruction. But not so with boys or girls in their "teens." These must be given time to lay such a foundation, and the best place to do this is in the normal department of some training school. It is better to find out here whether they have the gift of teaching in sufficient measure to warrant its cultivation, than to ascertain the fact by disastrous experiment in real church-school work. And this leads to the discussion of the question, To what extent is it advisable to use pupil teachers in our school work?

### **Pupil Teachers**

No normal department can be successfully conducted without some provision whereby teachers may gain experience in teaching and managing classes under the direction of some one qualified by long study and practice to give wise counsel and instruction. But this teaching work must be so wisely conducted, as to bring no injury to the pupils. At the best, there will always be some who will cry, "I do not want my children practiced upon by pupil teachers." And sometimes, it must be admitted, there is just ground for complaint. But the principle of using pupil teachers is justified by the following passage from a special testimony dated July 29, 1901:

"The one placed in charge of a church school should be of suitable age; and where the number of students is sufficient, assistants should be selected from the students. Thus the students can gain an experience of great value." This language is used particularly of church schools, and it suggests a remedy for one difficulty that has hitherto troubled us. We want our schools to do thorough graded work. But, as courses of study are generally arranged, one teacher alone can not carry six or eight full grades of work. One hope lies in the fact that in most schools all the grades will not fill; and teachers may, by uniting classes or such lines of study as are very closely related, and by alteration of work, reduce the number of classes to the point where it is possible for one teacher to conduct them all. But this suggestion affords another hope. A wise teacher may select assistants from the older pupils with advantage to both the school and the assistants.

But the suggestion is of greatest value to the normal departments. A model church school is a necessity to such a department. It becomes an object lesson to illustrate the principles and methods taught in the teachers' classes. Here students, aspiring to become teachers, may observe the methods of more experienced teachers. Here, also, when they have developed sufficient ability to warrant the

step, they may gain actual experience in teaching and managing pupils.

When this matter is wisely handled, there should be no occasion to raise the cry of "practicing upon my children." All teaching is practicing. So is all other work. The doctor practices, and the sum total of his work is called his "practice." "Practice makes perfect." And if no one practices until he becomes perfect, no one will ever be perfect, and nothing will ever be done. The pupil teacher, then, who has spent months, it may be years, in studying the principles and observing the methods of teaching, and who carefully enters upon her work under the direction of a competent critic teacher, is in no unworthy sense "practicing upon the children." Many teachers do better work from the start than others ever do. Many, also, do better work at the first than they do later on, when they suppose their reputation is firmly established, and growing careless and indolent, become stereotyped and fossilized. The reputation of the true teacher is in the skies.

Let us, then, in church schools and training schools, accept the principle that "assistants should be selected from the students," and strive to use it wisely, getting from it all the good we can, and avoiding extremes in its application and in our views concerning it.

A suggestion right here. Where a training school is established, let such school start a model school, which shall also be the church school for the local church. This school will serve as a model for all the schools that shall be opened in the district for which the training school is established. The good name of the training school is therefore bound up with that of the model school, and every effort will be put forth to make it indeed a model. Hence a better school will be conducted than the church alone could produce. At the same time the church should support the school by their sympathy and prayers, by the prompt payment of their tuition, and by cheerfully contributing to the expense fund, so that the training school may suffer no loss on account of the model school.

### **Uniting Classes**

It will not be possible to have a full set of classes in each year's work in the course. Classes should not be formed for two or three pupils, when it is possible to accommodate them reasonably well in other classes. No teacher can do justice to a school when all the classes of the course must be formed; and where an assistant can not be employed, the teacher will be compelled to unite such classes as can be combined with the fewest bad results. An effort is here made to combine classes

in a systematic manner, and in a way that will produce little trouble to pupils taking the course. The aim should be so to arrange the work that only four or five of the eight years of the course will be represented. Note also that some of the subjects to the same grades may be correlated; that is, pursued together, so as to form but one class. Applying this principle to the first grade, it will be seen that nature readily unites with Bible, and spelling and language with reading; so that the classes of this grade will be three—Bible, reading and manual training, with writing and drawing for “busy work” at the seat.

Because of its importance, the reading class should recite twice a day, making four recitations for the first grade of from ten to twenty minutes each. A like reduction to four may be made in the second and third grades. After third year the lines of work will be, Bible, nature study (which includes elementary physiology and geography), reading (which combines with it language and spelling), and manual training. Writing and drawing for all the grades may be reduced to a single class alternating the subjects, and giving individual instruction as needed to the pupils. Do not make the mistake of placing a pupil who takes sixth grade work in the third book in drawing. Place all who have never studied drawing in the same book. So also with writing. Vocal music for grades above the third may be taught in one class. The industrial classes may be reduced to at most two general exercises. Thus the application of the principle of correlation reduces the classes of the third grade to or the fourth, fifth, and six grades, to six.

### **Alternation of Work**

Applying now the principle of alternation, the teacher will readily see, on becoming acquainted with her pupils, what grades can best be omitted. Perhaps it will be the third and fifth, grading the weak pupils back and the strong ones forward. Next year, if the same pupils attend, the fourth and sixth grades may be omitted, and the seventh added from the intermediate school, if there is sufficient demand for it.

By these means the teacher should reduce the number of daily classes to fifteen or twenty at most. Do not forget the possibility of making judicious use of older students, as elsewhere discussed; but do not begin this till you have the school well in hand, not at all if the prejudice against it is strong.

### **Preliminary Work**

In order to gain the necessary knowledge to grade the pupils properly and make the combinations just described, the board should have the teacher come to her field a week or two before the

school is to begin, and go from house to house, getting acquainted with the pupils, and talking with them until she can accurately decide where they belong in their studies. She can also see what books they have, and what they need; and thus all the books needed, and no more than needed, can be ordered at one time. And the board should gladly pay her for this work, for it is the most valuable work she will do in all the term.

### **The First Day**

Perhaps there will be no better opportunity than the present to call attention to the importance of the first day of school. First impressions are powerful and lasting. As goes the first day, so goes the term. It makes a great difference, when the child is asked how he likes the new teacher, whether he shouts gleefully, “First-rate! She’s all right!” or draws out, “Oh, pretty well, but”—. The teacher should see to it that the first answer is forthcoming, but that requires careful planning. Only the novice teaches school without preparation.

The teacher should have a clearly defined plan laid out for the first day’s work. If she has spent a week in getting acquainted with her pupils at their homes, she can plan more intelligently, but she must plan anyway. A few cheerful words of welcome, a song which all can sing, a short Scripture reading, and a simple, earnest prayer, should constitute the opening exercises. Then, before the organization begins, let lessons be assigned in the different books, so that all will have something to do from the first moment.

Do not preach a sermon the first thing. Do not preach at all. Leave that exercise to those who are called to the ministry. The teacher is called to teach. Of course you have many important things you want to say, but it will be better to leave most of them for a more opportune time. Two or three principles will be enough for the first day. You should begin the journey of the term with a pace which can be kept up or quickened to the close.

After the opening exercises, the classes may be called according to some program previously prepared beginning with Bible and with the lowest class in each subject. Do not forget some general exercises drawn from nature, it may be, a physical exercise in marching and calisthenics, and let day close with a happy story or song. After a first day of this kind, the verdict of Johnnie will doubtless be, “She’s all right!”

### **School Government**

“Lack of government” might truthfully be written upon tombstones of nine tenths of the failures in schools. Whatever else a teacher may know,

he must know how to govern. Some seem to have this power by nature. They govern well from the beginning. But other teachers have to acquire the art by study and experience. And it can be acquired. Of his first term of school one teacher said that he "kept order," but it was by main strength, and with great friction. When he left the schoolhouse at the close of the term, he declared to himself that he would never enter another schoolroom as teacher. But before the next fall the bad feeling had worn away, he had attended a teachers' institute, and had been taught better methods. His courage revived, he "read up" on the subject of government, and the following winter he took a school four times as large, and many times as hard to manage as his first school, and succeeded in carrying it through with satisfaction to the people and some comfort to himself.

It would be impossible in this limited space to do anything like justice to the subject under consideration. Only a few hints can be given. The teacher who would govern well must learn to control himself, and to stand the fire of mischievous pupils without giving way to anger or impatience. His manner may, at times, if need be, become deeply serious and solemn, so that all will hold their breath for dread of what may follow. But whatever fires burn within, they must be kept from showing on the outside. And this control of the outside will soon have a reflex influence upon the inside, until self-control becomes perfect in the midst of a very storm of insubordination and disorder. He should have few rules, but these should be enforced kindly, uniformly, and firmly. All rules should be reduced to one—Do what is right and best under the circumstances. Hold each child to this. Ask him what would be the result if all should do as he is doing or wants to do. Get him to decide, if possible, and to take his stand on the right side. Persist in this method. It will teach the child self-government, the basis of all good government.

The teacher must not fuss, nor fume, nor scold, nor fret. She should cultivate a quiet, subdued manner. If she moves noisily, talks in a loud tone, slams the doors, and bangs the books, the children will catch the same spirit. On the other hand she must not mistake deathly silence for good order. The "pin-drop" method is a humbug. It is unnatural and useless. In a good school will be heard the quiet hum of industry. It is the sign of life.

The teacher must be just and kind and reasonable. Any other government is tyranny. Before saying "Yes" or "No," she must consider whether the request is reasonable. Having decided, she should give her reply in a quiet, firm manner, which

will indicate to the pupil that there can be no appeal. Too often she says "No," instantly, and then, upon reflection, changes her decision. This brings contempt upon her government.

But if pupils can not be taught to govern themselves they must be governed. Government is divine. "Order is heaven's first law:" He who lifts up his hand against properly conducted authority in home, or school, or state, lifts up his hand against God. The child who rebels against reasonable exercise of authority in the home or school, is liable to pass with rapid steps against the state and the government of God. The authority of the school must be maintained. If the teacher can not maintain authority in any case by reason, she may use other methods. She may punish, but never harshly nor angrily, and seldom in the presence of the school. Nothing is more demoralizing to a school than a conflict between the teacher and a pupil. If a child refuses to obey, and can not be induced to yield, the teacher should take the matter to the parents, and they should join forces with the teacher, not against her. If the child remains obdurate, he must be severed from the school; there is no other way. And the parents must be the first to stand by such action. So, also, when a child has a corrupting, demoralizing influence in the school, and can not be reformed. But these are extreme cases. In ordinary cases the love of the Lord burning in the heart of the teacher will win the pupil back to the right path.

It is frequently asked, Why is it so difficult to govern well in our church schools? There are three answers. Some pupils want to remain in the public schools; they go to the church schools not from choice, but because they are compelled to go. They give vent to their ill feelings in bad actions, hoping, perhaps, that thus they will gain their desire, and be allowed to go back to the public school. Many times parents criticise the teacher and take the part of the pupil, and do not stand by thorough discipline and needed punishment. They seem to have an indefinable feeling that because it is a church school, only love and prayer are to be employed as means of restraint and correction. They forget that whom the Lord loveth, He chasteneth. In some instances the trouble has grown out of inexperience and lack of judgment on the part of the teacher. No teacher should fail to study diligently the Testimonies on the subject of home and school government, nor to read carefully chapter ten on "School Government," in Page's "Theory and Practice of Teaching."

The teacher should have time for personal work among her pupils. Let parents remember this when she is laboring to reduce the number of classes, and second her efforts. If the school is large

enough to fill classes in six or eight grades, two teachers should be employed.

### **Proper and Improper Punishments**

“Punishment is pain inflicted upon the mind or body of an individual by the authority to which he is subject, with a view either to reform him or to deter others from the commission of offenses, or both.”—Page.

#### **I. IMPROPER PUNISHMENTS—ALWAYS WRONG.**

1. Those that from their, nature excite the feeling in the pupil that an indignity has been committed against his person or his character; as, wringing the nose, pinching, pulling, or boxing the ears, twisting the hair, snapping the forehead, tying the hands, scolding, low wit, brutal threats.

2. Those punishments that from their nature imply in the inflictor a love of prolonged torture; as, holding out a weight; “holding a nail into the floor”—bending forward and holding the finger upon the head of a nail in the floor; “sitting on nothing”—back against the wall, feet a foot from base, body sliding down; “sitting on worse than nothing”—sitting on floor with feet on bench or chair.

3. Ridicule and sarcasm; as the hiss of scorn, the finger of shame.

#### **II. PROPER PUNISHMENTS—WHEN PROPERLY APPLIED**

1. Private reproof, in a kind manner.
2. Loss of privileges, when privileges are abused.
3. Restraint or confinement, but not in a cold or dark room.
4. Imposition of a task; not very valuable.
5. Public reproof, to be resorted to with the utmost caution.
6. Suspension from school, for a specified time.
7. Corporeal punishment, to be rarely employed, never in excitement or anger, always with a proper instrument, never upon head or joints.
8. Expulsion from school, as final resort.

The foregoing outline is condensed and adapted from Page’s “Theory and Practice of Teaching.”

#### **General Exercises**

The object of general exercises is to afford opportunity for the teacher to present matters of

general interest to the school. For this exercise there should be no set time to be followed invariably. Rather, let the teacher watch the temperature of the school. If the pupils become restless and uneasy, if there are signs of insubordination, if things seem generally to be going wrong, and everybody is having a hard time, introduce a general exercise to relieve the tension, instruct the school, and restore everybody to good humor. These exercises may consist of singing, gymnastics, select readings, nature and physiology lessons, how to do common things, lessons on conduct and morals, how things are made, etc., etc. For detailed suggestions, read the section entitled “Waking up the Mind,” in Page’s “Theory and Practice of Teaching.” Every teacher should learn how to lead an exercise in calisthenics. Smart’s “School Gymnastics” (Hinds & Noble, New York), new, 30 cents; secondhand, 18 cents, will be helpful.

#### **Exercises and How to Use Them**

When school gardening, sewing, cooking, wood work, and other lines of manual training find their legitimate place in the school curriculum, the recess problem with its train of evils will be practically solved. These lines of activity provide the needed recreation from the strain of study, and the restlessness of the child is directed into pleasing and useful channels.

Where manual training has not been introduced, the recess is a necessity whether the school has one or two sessions. Children can not sit in the schoolroom and study two or three hours without injuring their nervous system and making it difficult for the teacher to keep order. But the children should not be left alone on the playground. The teacher should go out into the fresh air with the pupils and direct their play. The recess may then become an opportunity to teach lessons of gentleness, of honor, of courtesy, or genuine manly spirit in the plays and games of the children.

And there is the dinner hour. Shall it be a savage feast, with flying crusts of bread, and selfish contrasts of elaborate lunches of the rich with the meager fare of the poor? Or shall it be an hour of refined enjoyment, when precious lessons of love, of good manners, and of unselfish care for others, are taught and learned? It may be either, according to the will of the teacher. Let the noonday hour be at times a picnic. Let all the lunches be contributed to the feast, and let the teacher aided by willing hands of the pupils, spread the board decently and in order. Let grace be said, and all have a taste of the joy that comes from contributing to the happiness of others.

#### **School Sanitation**

The health of the pupils is of more importance than their books. It is the teacher's duty to study how to preserve it. The lessons in physiology are not simply to be learned, but to be practiced, and the schoolroom is a good place to begin. Keep the temperature of the room even, and not too high. If the board will not furnish a thermometer, borrow or beg one, or take up a collection and buy one. Get one some way, and never allow the temperature to rise above seventy. Secure ventilation. Place narrow pieces of board beneath the windows, so as to leave a crack between the sashes. Thus the air will strike upward, and be gently diffused without causing a draft. When the weather is too cold, the boards may be taken out. At intermissions, open the doors and windows, and secure a complete change of air. Look after the water. If there is any doubt about its purity, boil it. A large kettle may be kept on the stove for this purpose, and an extra pail, carefully covered, may stand out of doors for cooling the water. A dish of water should be kept on the stove anyway to moisten the air. Keep the pails and drinking cups clean. Train the children to sit and stand erect, to hold the head up and the shoulders down and back. See that the desks are near enough to the seats to permit the pupils to rest their arms upon them without bending over or leaning forward. Have calisthenics, marching, and breathing exercises. Make all these matters texts for daily lessons in hygiene.

The attention of the teacher is especially called to the matter of the hygiene of the eye and ear. While the teacher is not able to make a scientific examination of eyes or ears, she can easily ascertain whether a child sees or hears well, and urge any defect upon the attention of the parents. If a child's eyes are defective, a competent oculist should be consulted at once. If a child is deaf, he should be placed on the front seat directly in front of the teacher. Many a child has been regarded as dull or inattentive, when the trouble was that he could not hear what was said in the class. A young man whose work in school had been broken up for two consecutive years, and who almost despaired of accomplishing anything in life, was able in three months to perform six to eight hours' work per day in bookkeeping without discomfort, simply by having his eyes properly fitted with glasses by a competent oculist. A lady who had suffered all her life from headache was entirely relieved in the same way. It pays to give these matters early and careful attention.

### **Sentimentalism**

The church-school teacher must be chaste, and pure, and modest, and sensible. Sentimentalism honeycombs society. The minds of the children

are filled with it. The common subjects of conversation are beaux, and parties, and walks, and love letters. The teacher must be absolutely free from these faults. Her conduct and conversation should be worthy of imitation. During the school term she should refuse to "keep company."

This does not mean that she should not associate with gentlemen nor speak to them. Let us be reasonable. There are some who run to such extremes upon this question that they make trouble by gossiping where there is no real ground for complaint. A number of church schools have already gone to pieces upon the rock of sentimentalism. In or about most churches are people waiting for wives or husbands, it may be. They regard the church-school teachers as excellent material, and they are. Unless the teacher is careful and conscientious, disaster to the school is sure to follow. "A word to the wise is sufficient."

### **One Session or Two**

Because our training schools have generally adopted the plan of holding but one session, from eight o'clock to one, some have thought that this plan must of necessity be followed in our church schools. But in the church schools we are dealing with children, not adults.

Whether one or two sessions should be adopted depends upon the circumstances of each school. Adaptability is one of the most important qualifications of the teacher. He should have no plans which he can not modify or surrender, if need be, to suit circumstances. In the South, where the weather is warm, and farming operations can be carried on all winter, many parents want their children at home to work in the afternoon. In this way they can earn their tuition; while, if they had to remain in school all day they would not be able to meet the tuition, and might feel that they would have to go to the free public school. In cities, also, children might earn their tuition by selling small books if the afternoons were free. In Northern states, where farm work is largely stopped during the winter, it might be best to begin at nine, have half- or three-fourths-hour's intermission at twelve, and dismiss the school at three.

Let the parents be consulted, let the board decide what is best, and let all cheerfully accept the result.

### **The Care of Text-Books**

It is as important to teach children neatness in their habits as to teach them reading and arithmetic; nor are they too young to learn about duty to their parents, and the responsibility involved in the use of property. In the care of text-

books, a good opportunity is presented to teach these lessons in a practical way. Parents, through love to their children, work for money with which to buy them books. It is the duty of children to respect the fruit of their parents' love and labor. All property is the result of labor. The power to labor is the gift of God. To injure, or deface, or destroy property, is to abuse the gift of God, and commit a sin. Children should be taught this important lesson. To do so, appeal to proper motives—love for parents, respect for the gifts of God, self-respect, etc. A regular inspection of books once a month, in which every book in the school is carefully examined by the teacher, will do much to create a sentiment in favor of good care of books. Besides this, teachers should be on the alert to commend neatness and to reprove carelessness in the use of books.

It would be a good lesson if time were taken to teach the entire school to cover their books. Have the pupils actually do the work under the teacher's direction. Get ready for the exercise by procuring at some store a sufficient quantity of strong, smooth wrapping paper. No stitching nor pasting nor even cutting is necessary. The paper can be creased and torn to the desired size and shape. "The length of the sheet should be about one and two-thirds times the width of the book when opened wide; the width should be about twice the length of the book. These exact dimensions are not essential. Lay sheet on table with longer edge toward you; fold farther edge down toward you, and lower edge up from you, and crease, making the folded sheet slightly wider than the length of the book. Then fold right-hand end of this folded sheet over to the left, and left-hand end over to the right, and crease, making the length of the folded sheet a little more than the width of the book when opened wide. The cover is now ready to insert the book. Bend the covers of the book back; insert one of them in one side of paper cover and the other in the other side. A little practice will enable any one to fold the sheet so as to make a perfectly fitting cover."

### **School Records**

The keeping of uniform, permanent records by each school is a matter the importance of which is evident. Information concerning proper record books and blanks for this purpose will be given by the educational superintendents.

Not only should all necessary data be given to the super-intendent, but proper record of attendance and standing should be left in the teacher's desk or with the school board. A report of work covered during the year, together with the standings of pupils in each subject, and remarks as to his fitness for the next grade of work will enable the

next year's teacher, to a good degree, to begin where last year's teacher left off, and not be obliged to lose time for days and possibly weeks trying to find her bearings.

The common method of grading in our schools now includes four marks, E. G. M. (or F.) and P. which signify Excellent, Good, Medium (or Fair), and Poor. A student who is marked P. in any subject should be required to take it again.

### **Regulations**

1. Parents should co-operate with the teacher in seeing that their children pass directly to and from school.

2. All pupils attending the school are expected to be in their places promptly at the opening of the daily session, but they should not be there more than fifteen minutes before.

3. All cases of absence or tardiness should be accompanied or followed by a written excuse from parents or guardians, giving cause of tardiness or absence.

4. Continued or unexcused tardiness or absence will render any pupil subject to discipline or suspension from the school.

5. All pupils are expected to maintain during school hours a correct and orderly behavior, to be studious and faithful in the performance of every task assigned to them, and to obey every rule or disciplinary measure that may be adopted by the teacher or the school board for the welfare of the school:

6. No pupil will be permitted to trespass upon any other pupil's right to quiet and undisturbed study, and to the equal enjoyment of all the privileges of the school; and no rough or impure language or unseemly behavior will be allowed.

7. It shall be the duty of the teacher to see that proper order is maintained in the school, and to enforce correct discipline during the entire time that the pupils are in his care. To this end the board should authorize him to adopt such disciplinary measures as he may deem best for the school.

8. The teacher may suspend a pupil temporarily, whenever, in his judgment, it is deemed necessary.

9. Pupils are expected to furnish themselves with all books and necessary appliances.

10. All damage to school property must be paid for by the parents or guardians of pupils responsible for such damages.

### **Public-School Teachers**

There are hundreds of Seventh-day Adventists serving as teachers in the public schools. Many of them have been highly successful in their profession. Many love the truth as sincerely, and are as anxious to promote its interests, as are others who are thought to be more directly engaged in the cause. Is it wise to deprive the cause of Christian education of their talent and experience? The General Conference answered this question negatively, when it passed the following resolution:

“We call upon Seventh-day Adventist teachers who have been successful in secular schools to consecrate their talents and experience to the cause of the third angel’s message, to study the principles given this people upon the subject of Christian education, and to hold themselves in readiness to fill places in our church-school work, as the providence of God may open the way.”

Some of the teachers have already responded to this call, and are doing excellent work in our church schools. Let others follow their example. They should recognize the fact that they have many things to unlearn as well as to learn, and that our reform calls for more than a secular school under another name. They must regard the work as missionary work, and as such should be willing to sacrifice for it, and to give their lives wholly to it. May they continue to hear and obey the call of God. The church schools need them.

### **The Teacher’s Motive**

Like the Good Shepherd, the true teacher is not a hireling, although this fact should furnish no excuse for depriving her of reasonable wages. She engages in her work because she loves it, and she loves it because it enables her to feed the lambs of the fold. She hears the voice of the Chief Shepherd calling her to lead a small portion of the flock into green pastures and beside waters of rest, and she gladly responds. Next to the parent, to her is committed the most sacred trust ever given to mortals—that of forming the plastic mind for eternal pursuits. She labors in retirement. Few know her worth. Even those whom most she serves receive her labors often as a matter of course. Her richest reward on earth is in seeing her pupils blossom into noble youth and useful maturity. They know her best, and love her best because they know her. It was her smile of encouragement that warmed their dormant souls to holy aspirations. At the time they knew it not, but it was revealed to them afterward; and from their various walks in life they call her blessed, “These are my jewels,” she cries when others display the rewards of their labor. And when tempted from her post of duty by the allurements of the world, she finds courage and joy in the glorious

promise: “They that be wise [margin, “teachers”] shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever.”

### **The Teacher’s Motto**

“Direct your energies to the fitting of living stones for the building of God’s temple.”

### **Relation of Teacher to the Patrons**

The true teacher is a missionary to the people among whom she labors. She should be able and willing to assist in the Sabbath-school and the missionary society. But the church should not expect everything of her. They should not lay upon her all the burdens of the church. In the homes she should be cheerful and kind, carrying sunshine and happiness wherever she goes. She should be willing to help about the house; but the family should not abuse her willingness by allowing her to do more than she ought, nor by accumulating work for her ready hands. There is, perhaps, no employment more wearing upon the nerves than that of the schoolroom. The teacher’s health is precious; she needs times of rest and quiet. Parents and children should respect her for her position and love her for her work. As a rule, it would not be wise for her to board around, for she needs a place for rest and study. Boarding around has the advantage of giving the teacher an opportunity to see her pupils in their homes; but this can be accomplished by visits when the school is not in session. No fixed rule, however, can be given. There may be circumstances where it would be best for the teacher to board around. If so, she should still, if possible, have a room near the schoolhouse which she can call her home, and to which she can retire for rest, and prayer, and study.

The salary of the teacher should be reasonable, and, where the patrons can afford it, liberal. It costs the teacher much to prepare for her work. She needs to purchase books and other helps for self-improvement. The period of her work often covers less than half a year. (The term of school, by the way, should be lengthened to eight months or more wherever possible.) Let rigorous economy be practiced elsewhere than upon the salary of the teacher. As to the amount of salary, no stated sum can here be given. It depends upon the circumstances of the people, the number and the advancement of the pupils, the experience and ability of the teacher, etc. There would seem to be no good reason for anything like a fixed price for all teachers under all circumstances. The teacher should receive enough to pay for reasonable expenses, and have something left for books, and institutes, and religious and philanthropic uses.

## **Do Not Wrangle**

Whatever we may think about school matters, whatever others may say in relation thereto, whatever else we ourselves may do, let us not wrangle. Our God is a God of peace. "My peace I give unto you," said Jesus. "Great peace have they which love Thy law, and nothing shall offend them," is the testimony of the psalmist. Woe unto that church which makes the church school a bone of contention. Let all study moderation. People sometimes advocate right principles in a wrong spirit, and their spirit effectually bars the way against their principles. If we can not have things just according to our liking, let us be thankful for any progress, and wait patiently for opportunity to take another step. God is merciful. He knows our hearts and our circumstances. He judges us not always according to the letter of our deeds but according to the spirit of our intentions. "A bruised reed will He not break." No doubt we often grieve Him more by the iron spirit with which we contend for His honor than do those who through ignorance or thoughtlessness seem to show disrespect for His house or His name. Let the gentle spirit of the Master take possession of our hearts. Then—and then only—will we be prepared to "contend for the faith which was once delivered unto the saints."

## **How to Furnish a Schoolroom**

The necessity is seats and desks. The ideal method is the single patent school desk and seat combined. This is the most expensive at first but it is probably the cheapest in the end. For prices, it is generally best to consult some regular school furniture supply catalogue. The seats and desks should suit the size of the children. The seat should be low enough to let the feet rest squarely upon the floor when the child sits erect in a natural position. The desk should be just high enough to permit the child to write without leaning forward.

Good blackboard, and plenty of it, is of prime necessity. The best cheap board is blackboard cloth, which comes in rolls a yard wide, and costs usually fifty cents per yard. Provide at least half a yard for each pupil. If you can not get it of your home dealer, it may be ordered of the School Supply House, Chicago, or any other house that deals in school supplies. Tack it upon the walls in front of the room and between the windows at the sides, and cover the edges with a neat molding. Better place several thicknesses of building paper behind it to make a smooth even background.

Do not forget a table, or desk, and a chair for the teacher. And crayon, erasers, dictionary, water pail, stove, wood box, and hooks or nails for the caps, go without saying. Now you have the necessities. A

good school can be kept with these furnishings. Maps, charts, globes, etc., should be added as fast as you are able.

To the teacher, and pupils may be left the pleasant task of brightening the schoolroom with mottoes and pictures; but all should second their efforts, for it should ever be remembered that the atmosphere of the schoolroom exerts an unconscious but lasting influence upon the character of the pupils. Hence it should be made a happy, cheerful place, and not a gloomy prison house.

## **Proper School Age**

"Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school teachers in forcing their young intellects, when they were too young to see the inside of a schoolroom. . . Parents should be the only teachers of their children until they have reached eight or ten years of age. . . The only schoolroom for children from eight to ten years of age should be the open air, amid the opening flowers and nature's beautiful scenery."—Christian Education, pp. 8, 9.

"Do not send your little ones away to school too early. The mother should be careful how she trusts the molding of the infant mind to other hands. Parents ought to be the best teachers of their children until they have reached eight or ten years of age—Their schoolroom should be the open air, amid the flowers and birds, and their text-book the treasure of nature."—Id., p. 170.

After reading the foregoing passages, parents will hesitate before sending their children to school to get them out of the way. They will recognize the fact that they have before them the golden opportunity of the child's life, and they will not let it slip. Circumstances, and the child's nature and development and condition of health, will guide the parent in determining the exact age at which his children shall enter school. But the statements quoted should not be regarded lightly. We have to deal with circumstances as they are. If some think it best to send children at seven, let not others wrangle about it. Better not send children before that age.

## **What if There Is no Church School?**

Many parents are asking what they shall do if their children are of school age, and there is no church school for them to attend. Several suggestions may be made. The parents may organize a home school, following the outline and instruction of this MANUAL. There may be older brothers or sisters who can assist in teaching. They may be

able to hire a teacher to live in the family. Two or three families may unite in such a school. If two or more families are too far apart to meet for a school, they may employ a teacher to divide her time among them, giving each family two or three days per week, assigning lessons for the rest of the week, and leaving it for the parents to hold the children to regular hours of study. Such a plan is indorsed by the following language:

“If parents are not able to send their children to school, let them hire an exemplary religious teacher who will feel it a pleasure to work for the Master in any capacity, who will be willing to cultivate any part of the Lord’s vineyard. Let mothers and fathers co-operate with the teacher, and devote an hour daily to study, becoming learners with the children. Make the educational hour one of pleasure and importance, and your confidence will increase in the methods of seeking for the salvation of your children. Your own spiritual growth will be more rapid as you learn to work for them. As you work in a humble way, unbelief will disappear, faith and activity will impart to your experience ardor, assurance, and satisfaction that will increase day by day as you follow on to know the Lord and to make Him known. Your prayers will become earnest, you will have some real object for which to pray.” —Private Collections, Feb. 2, 1895.

## **INTERMEDIATE SCHOOLS**

### **Relation to Conference and Training School**

The intermediate school or schools in each conference are under the direction and control of the conference committee, or of a school board elected by the conference at its annual meeting.

While the organization and management of intermediate schools properly belong to the conference, yet this work should be done in counsel with the management of the training school—the academy or college—located in the same district.

The students attending the intermediate school are preparing to enter the training school, and, consequently, the course of study should be so arranged and such text-books adopted as will prepare them to pass from one school into the other without hindrance to their progress.

### **Financial Policy**

The intermediate school should adhere strictly to the policy of conducting their work on a self-supporting basis. They should build up their work no faster than the means in hand will allow. They should start the work on a small scale, and

let it grow without becoming encumbered with the incubus of debt.

### **Size and Work**

These schools should be small, and, first of all, should teach thoroughly the common branches of education. They should not attempt to do the work of the college or academy, or even an equivalent to that of the high school. If they teach thoroughly the studies included in years seven to ten, they will be doing all that can be done with their facilities. In addition to the book studies, they should teach the industries and trades best suited to their needs and surroundings.

### **Union Conference Institutions**

Our academies and colleges are union conference institutions, managed by the boards elected by the stockholders, or members of the corporation; or by the union conference at its biennial sessions.

### **Support**

The usual plan of supporting the training school is by tuition. We have been instructed to place the tuition high enough to meet all the current expenses of the school. Some of our training schools, on account of having placed the tuition too low, are now carrying a heavy burden of debt. To relieve our training schools of their indebtedness, the book “Christ’s Object Lessons” was given. The sale of this book should be continued until its mission has been accomplished.

The training school should be located on a tract of fertile land, where the necessary produce, such as hay, grain, vegetables, and fruits, can be supplied from the farm by the work of teachers and students. Such a location will do much toward solving the perplexing financial problems that confront our schools.

For further instruction in school organization and management, read the chapters “entitled “Educational Reform,” “Hindrances to Educational Reform,” “Industrial Reform,” “To the Managers of Our Schools,” in “Testimonies,” vol. 6, and “Discipline,” in the book “Education.”

## **CONCLUDING REMARKS**

Do the first thing now, and the next thing when it comes. It is the very essence of true faith to do the right thing at the right time.

What is the right thing now in this church-school work? A few years ago it was the “voice of one crying in the wilderness,” the John-the-Baptist message of reform, falling at first upon listless ears and indifferent hearts. This message was faith-

fully given; there is need enough yet for it to be sounded, for many are still asleep. But many, thank God, are beginning to arouse, and to cry out, "What shall we do unto the child?"

And this cry suggests the next thing. It is to give clear and definite answers to the questions everywhere heard, "What shall we do? How shall we begin? What shall we teach? What books shall we use?" etc., etc. The right thing now is the putting into practice and successful operation the principles which the majority of our people acknowledge.

To do this, all must unite upon some plan of work. "In the work of reform, teachers and students should co-operate, each working to the best advantage to make our schools such as God can approve. Unity of action is necessary to success. An army in battle would become confused and be defeated, if the individual soldiers should move according to their own impulses, instead of acting in harmony under the direction of a competent general. The soldiers of Christ also must act in harmony. A few converted souls, uniting for one grand purpose under one head, will achieve victories in every encounter." —Testimonies, vol. 6, p. 139.

This MANUAL aims to set forth a definite plan of operations, in harmony with the Word of God and the "Testimonies" of His Spirit.

If the people of the Lord can recognize in it a consistent, reasonable setting forth of right principles and plans, upon which our church-school work may be safely based until better plans are developed, then the clear duty of parents, ministers, and teachers is to join their forces and present a united front to the enemy, each resolved to do well his part in his own place. And then, with faith in the call of God to educate our children in home, church, intermediate, and training schools to act their part in "making known His message and His saving health to all nations," with confidence in the plan set before us for the accomplishment of this object, and with a courage born of God and of the consciousness that no people ever battled for nobler principles, let us move forward in a united general campaign of Christian education, for God, for home, and for our little ones.

There will be difficulties and dangers. We must expect them. The enemy will contest every inch of the ground. But let us not be faint-hearted, nor cowardly turn our backs to the foe. The command is to go forward. Our great Captain leads the way. He knows the difficulties and dangers;—He has counted the cost; He will lead us safely through.

In one of his great battles, it is said that Napoleon lost heart, and thought his army was defeated. Turning to a drummer-boy, he shouted, "Boy, beat a retreat!" The boy gazed at him in silence, but made no move. Again the great general called out in anger, "Beat a retreat, I say!" Calmly looking up into his master's face, the boy replied, "Sire, I know not how to beat a retreat. My master, Dessaix, never taught me that. But I can beat a charge! I can beat a charge that will rouse the living and wake the dead! I beat that charge at Austerlitz and at the Bridge of Lodi. Shall I beat it now?" And over the dead and dying, down through the moat, and up the ascent, and over the ramparts, into the ranks of the enemy he led that nearly defeated army to glorious victory.

So, now, God wants men who know not how to retreat; who will not shrink though pressed by many a foe; who, at the call of God, will go forward in the face of difficulty and danger, and either win the victory or perish in the attempt. But none who go forward in this battle will perish. Our Leader fears no defeat. The church-school work is of God, and will triumph. Before His presence the difficulties will flee away; and through all our foes we shall press into the kingdom, and be able to stand before the throne, and say, "Here am I and the children Thou hast given me!" The Lord grant it for His name's sake. Amen.



## **Church School Manual Part 2**

### **CHAPTER V**

#### **THE HOME SCHOOL A Living Question**

Every home is of necessity a school, and every parent a teacher. The home takes the child at the threshold of his life, and conducts his education until he is ready for the church school at seven or eight years of age. It deals not so much with books as with principles, morals, and habits. It contains the elements necessary to lay a perfect foundation for a Christian education. Every home ought to be at the same time an industrial training school and a theological seminary. This school is accessible to all. None can be deprived of it because of poverty. It is the school nearest to our hand. It may be the best or worst our children will ever attend. How may this common school, this school of the people, be improved? How may the home be helped to take its proper place in the system of education which the Lord has planned for the closing years of the world's history?

#### **Parental Responsibility**

The foundation for improvement of the home school lies in the degree of responsibility which parents feel for the training of their children. "Every child born into the home is a sacred trust. God says to the parents, 'Take this child and bring it up for Me, that it may be an honor to My name, and a channel through which My blessing shall flow to the world.'"—Special Testimonies on Education, pp. 36, 37.

"Many parents will have to render an awful account at last for their neglect of their children. . . . Children are left to come up instead of being trained up. . . . Parents stand in the place of God to their children, and will have to - render an account whether they have been faithful to the little few committed to their care. Parents, some of you are rearing children to be cut down by the destroying angel unless you speedily change your course, and are faithful to them. He can not love unruly children who manifest passion, and can not save them in the time of trouble. Will you stiffer your children to be lost through your neglect? Unfaithful parents, their blood will be upon you, and is not your salvation doubtful with the blood of your children upon you?—children who might have been saved had you

filled your place, and done your duty as faithful parents should."—Review and Herald, March 28, 1893.

#### **Prenatal Influences**

Hereditary, or prenatal influences are those which affect the character of the child before birth. One writer has said that the time to begin to train a child is one hundred years before it is born. But since this is not practicable for us, we can and should do as Manoah did, as recorded in Judges 13:12. We should reverently bow before our heavenly Father, and sincerely inquire, "How shall we order the child, and how shall we do unto him?" If we as parents would begin our work of disciplining our children first by giving ourselves such training as would make us what we want them to be, we would more often secure satisfactory results. The work of later years would be less painful to the children, and more joyful to the parents.

We recognize the law that like begets like in everything in nature. We are careful that only the most perfect seed is used in our vegetable garden and in our flower garden. The farmer recognizes the same principle with his stock. But in the preservation of the human family this law is almost ignored. Nevertheless nature's laws are inexorable, and as a man soweth so shall he also reap. In view of the foregoing principles, solemn responsibilities rest upon prospective parents. The Lord Himself considered this matter so important that He gave Manoah directions as to his wife's eating and drinking. Read Judges 13:7,14. The mother should be surrounded with the most cheerful and hallowed influences: She should let her mind dwell much on high and noble thoughts. She should follow Hannah's example and consecrate her child to the Lord even before its birth, and should be in every respect what she wants her offspring to be.

She should study the best books, see beautiful pictures, hear fine music, and in every way possible give her mind up to the pure, the true, and the beautiful. This with a truly consecrated heart will do much to make the future training of the child easy and fruitful in good results.

#### **The Subject Matter of Early Education**

While parents are teachers, and every home a school, books are not the subject matter for home education, at least during the first six or seven years of a child's life. "Special attention should be given to its physical training, rather than to the intellect. After this period, if the physical constitution is good, the education of both should receive attention. . . . Parents, especially mothers, should be the only teachers of such infant minds. They should not educate from books. The children generally will

be inquisitive to learn the things of nature. They will ask questions in regard to the things they see and hear, and parents should improve the opportunity to instruct, and patiently answer these little inquiries.”—*Healthful Living*, p. 151.

### **From Nature to Nature’s God**

Mother Nature speaks to every heart, but her lips are especially near to the ear of childhood. Children love to play in the fields and woods. They delight in flowers and animals and birds’ nests; and all these are the handiwork of God. Through these He speaks to the children; but they may not recognize His voice, nor understand His language without an interpreter. And the mother is, by God’s own appointment, that interpreter. “The mother . . . should find time to cultivate in herself and in her children a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all things beautiful, things which attract and delight them. She can lead their minds up to their Creator, and awaken in their young hearts a love for their heavenly Father, who has manifested such great love for them. Parents can associate God with all His created works. The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature’s beautiful scenery. And their only text-book should be the treasures of nature. These lessons, imprinted upon the minds of young children, amid the pleasant, attractive scenes of nature, will not soon be forgotten.”—*Christian Education*, p. 9.

### **Early Physical Training**

During this early period the physical welfare of the child demands careful attention. He must be healthy in order to make a success in any employment. As an animal the young child is one of the most helpless of creatures. It would starve if food were not supplied by some kindly hand. It is important that the right physical habits be early formed. Dr. Wood-Allen, in a paper on the importance of physical training, says, “Habits of body are important, and we can no more take it for granted that the child will form good habits physically than he will morally.”

Dr. J. M. W. Kitchen speaks thus of the purpose of physical education:

“The true purpose of physical training then is:

“1. To increase nutrition, and so supply a large amount of good blood.

“2. To strengthen the heart, so that this better quality of blood shall circulate in greater quantity through every organ of the body.

“3. To build up the nervous system, so that it shall carry the messages of the brain with accuracy and govern the movements of the muscles with precision.

“4. To create the erect and dignified bearing which in itself indicates the higher qualities of uprightness, courage, and self-respect, and which tends to produce in the individual the qualities represented by the attitude.”

Froebel, that pioneer of child education, says:

“Surely a great deal of rudeness, ill-mannerliness, and impropriety would disappear from our boyhood if we gave our boys regular, all-sided, bodily training.”

“The physical, as well as the mental, should be properly cultivated and developed. The first and constant care of parents should be that their children may have firm constitutions, that they may be sound men and women. It is impossible to attain to this object without physical exercise.”—*Christian Education*.

“A sound body is required for a sound intellect. Physical soundness and a practical knowledge in all the necessary household duties is never a hindrance to a well-developed intellect, but is highly important for a lady.”—*Id.*

We might multiply testimony on this point, but we think enough has been said to show the importance of physical training in the home. Much might be said on the value of pure air and of correct habits of breathing, sitting, standing, and bathing; but these subjects have all been treated by our medical writers. Let us get their works and study for ourselves, and let all stand shoulder to shoulder, learning all we can from every source, that our children may be thoroughly trained and prepared for the responsibilities of life.

### **Importance of Early Impressions**

The time to train the coming tree is when it first shoots forth. The time to form the man is in early childhood. This is why the child is said to be father to the man. Early impressions are never wholly removed. “As wise teachers, parents should labor earnestly for their children, leading them to co-operate with God. They should study carefully and prayerfully how to manifest kindness, courtesy, love, but not blind affection. True Christian parents are teachers in the home. . . . How startling is the proverb, ‘As the twig is bent, the tree is inclined.’ This is to be applied to the training of your chil-

dren. Parents, will you remember that the education of your children from their earliest years is committed to you as a sacred trust?"—Private Collection.

One writer has told us that children are like soft wax, on which an image is most easily made. Age hardens the wax and the image remains. If it be a good image, blessed the work! If a bad one, how hard to remove it and set a right one in its place. Even during the first weeks and months of the child's life, we must see to it that wrong habits are not formed. It is not definitely known at just what age a child will recognize the parent's dealings with it; but every mother knows, and authorities generally agree, that very early the child may be taught regularity as to feeding, sleeping, and rocking. Mrs. Frank Malleon, in her "Notes on the Early Training of Children," says:

"Thus the training begins even in the first month of its existence, and continues as its life unfolds into a larger consciousness of the external world around it. Its senses become alive to more numerous and to different impressions; it suns itself in the love shown it, and soon answers the smile upon its mother's face—its education is begun!"

### **Association and Regularity**

Perhaps there are no two words that so surely imply success in the early formation of right habits as regularity and association. The horse trainer takes his colt, the dog trainer his dog, and trains the animal to perform all sorts of seemingly intelligent tricks. We are so impressed with the results that we are led to inquire if these animals are endowed with the higher reasoning powers. The truth is, the success is due to the regular and oft-repeated experiences through which these animals are required to pass. In the same way, by the law of association, can a young child be taught those regular habits of life which are so essential to its own best good and the comfort of those who care for it. Of course, all due allowance should be made for the sick or weakly child, but even for these, regularity is usually best.

### **Language and Voice Culture**

The foundation for literary taste is laid in the home. Household words and forms of speech cling to a person through life. Languages live, run their course, and die, bequeathing to their offspring words used most commonly by the mother with her children. Such household words the English got from the Anglo-Saxons, and they from the Goths; such words are in all the languages of Central and Western Europe, and in those of the Indian Asiatic coun-

tries; they are in the Greek: and the Latin, for centuries dead, and in the Sanskrit, back of them all—everywhere witnessing to the influence of the home upon the speech of man. How important, then, that the language of the home be pure, and chaste, and sweet; and that rude expressions be banished from the conversation of the family. How important, also, from a literary standpoint, that the language of Scripture, in the King James Version, everywhere acknowledged to be the purest "well of English undefiled," be often upon the lips of parents and children in the home.

And as for training the voice, "the very best school for voice culture is the home. Study in every way not to annoy, but to cultivate a soft voice, distinct and plain. Thus mothers may become teachers in the home. Mothers should themselves act like Christ, speaking tender, loving words in the home. Then opposite their names in the book of heaven will be written, 'Ye are laborers together with God.'

Mothers, you may be training a voice to thrill the hearts of multitudes, and win men back to Christ.

Many parents and nurses seem to think, as the child comes to the period of learning to talk, that it will greatly facilitate matters if they introduce a dialect of their own; and hence they coin many new expressions, and so murder the simple English that it would sometimes puzzle a master to understand what they are trying to say. What effect does such language have upon a child learning to speak his mother tongue? There is no good reason why a child should not from the first learn to express his simple thoughts in pure, correct English. When he makes mistakes, simply give the correct form and have him repeat it, saying nothing about the mistake. If this rule is faithfully followed, the child will be saved future labor and embarrassment. He will have no trouble with his nouns, and verbs, and pronouns. He will naturally use the correct forms, and by and by when he takes up the formal study of grammar, he will learn the reason why he should use these forms.

The foolish habit of talking "baby talk" to the little child should be carefully avoided. Also, what might be called refined slang should not be tolerated in the family circle.

### **Deportment at Table**

This is another point that should be carefully guarded in the early formation of habits. A child can be taught to sit in his high chair and manage his spoon and fork as well as the older children, if only care is taken in the beginning, and the other

members of the family observe proper decorum. Perhaps no one thing in one's early training stamps hint as refined or uncultivated so much as his table manners. By gentle firmness and recognition of the child's needs, he can be taught to wait patiently his turn to be served, to use his napkin even if it is only a piece of cotton cloth, and to take his bread and milk with as much grace and ease as if his napkin were of Irish linen and his food were taken from a king's table. Poverty is no excuse for boorishness, and if we desire our children to appear well in society when they are grown, we must see to it that they do the right thing at their own table, be it never so plain and humble.

### **Teaching Self-control**

No one can teach what he does not know. Parents must learn to practice self-control before they can successfully teach it to their children. But the home is the best place to learn this important habit; and whatever the past may have been, it is never too late to mend, and no case is hopeless. Begin anew, pray for victory and wisdom, and trust in God.

"Parents, correct your children. Begin while they are young, when impressions can be more easily made, and their evil tempers subdued before they grow with their growth and strengthen with their strength. . . You should correct your children in love. Do not let them have their own way until you get angry, and then punish them. Such correction only helps on the evil, instead of remedying it. After you have done your duty faithfully to your children, then carry them to God, and ask Him to help you. . . . Ask Him to temper their dispositions, to make them mild and gentle by His Holy Spirit. He will hear you pray. He will love to answer your prayers. Through His Word He has enjoined it upon you to correct your children, to 'spare not for crying,' and His Word is to be heeded in these things. . . . Parents have a great work to do in this matter by correcting and subduing their children, and then bringing them to God and claiming His blessing upon them. By the faithful and untiring efforts of parents, and the blessing and grace entreated of God on the children, the power of the evil angels will be broken, a sanctifying influence will be shed upon the children, and the powers of darkness must give back."—Review and Herald, March 28, 1893.

"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. . . . If the youth choose the society of the evil-disposed, and go on from bad to worse, then the teach-

ers are censured and the school denounced. In many cases, 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 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. "—Testimonies, No. 31, p. 25.

### **Industrial Training on the Farm**

A home upon a farm constitutes an ideal industrial school. Here parents have the best possible opportunity to teach their children the elements of many useful pursuits. Such a home needs, from time to time, the services of a farmer, gardener, fruit-grower, landscape-gardener, floriculturist, car-penter, mason, painter, blacksmith, shoemaker, cook, house-keeper, dressmaker, milliner, bookkeeper, and nurse, and probably more besides. All these subjects should be taught and taught reasonably well, too. "But," the parent cries out in dismay, "I can not teach half these subjects." If you can not teach your children the elements of all these trades, you can at least put them in the way of learning them. No calling on earth demands so many-sided an education as does that of the farmer and his wife. And no occupation is more honorable or more important. You can provide the children with tools and books pertaining to these subjects, and they will learn of themselves. The expense will not be great, and you do not have to get them all at once. Buy a few carpenter's tools this year, and a shoemaker's repairing kit the next, and a forge and blacksmith's tools next. And do not forget the girls. Get them some books treating upon their duties, and encourage them to make everything they need instead of buying it. You will save money by this method, and will give to the world men and women who know how to be helpful.

"Let them also learn, even in their earliest years to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek helpful exercise in the performance of necessary home duties. . . . It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do which will not only keep them busy, but will interest them. The active hands and brains must be employed from the earliest years. If parents neglect to turn their children's energies into useful channels, they do them great injury; for Satan is ready to find them something to do. Shall not the doing be

chosen for them, the parents being the instructors?" Special Testimony on Education, pp. 37, 38.

"Children trained to the practical duties of life, will go out from the home to be useful members of society. Their education is far superior to that gained by close confinement in the schoolroom at an early age, when neither mind nor the body is strong enough to endure the strain."—Special Testimony on Education, p. 41.

### **Work in the Home**

Of necessity there is much work connected with the care of the home, especially where there are children. But children can be early taught to help in the work. Most mothers think they must wait till the children are eight, ten, or even twelve years old before they can be of much help to them. But this is a great mistake. As soon as a child can walk and begin to talk, he can begin to wait on himself. He can be taught to open and shut the door, to bring a thimble or thread, to put away his playthings, etc., etc.

O, it is a pity, and we rob the children of their just dues, when we fail to teach them to work, according to their age and strength. Activity is a law of life. Children must be active, and they like to be helpful. Let the baby sit in his high chair and wipe the spoons, even if you wipe them over after him. He will, as he grows old, learn to do it better, and will be so happy that he can help mamma.

Let the little girl sew on the buttons when the mending is being done. What if you do have to sew them on after her? You would have had to put them on any way. Why not let her have the pleasure of helping all she can? "But," the mother says, "it takes so much of one's time." Of course it does. Does she not know that it takes time to rear children? If she does not have the time, she ought to have thought of that some time ago. It is too late now to talk about not having time. What would you think of a lady who spent her money for some rare and beautiful house plants, and then let them die for want of water and care, because she did not have time to devote to them?

Perhaps there is no element more effective in character building than regularly graded work. Mrs. J. H. Kellogg, in an article in the *Mother's Friend*, of November, 1895, says:-

"To keep a child out of mischief, we must guide its activities in some right direction, either in good work or play. Play is considered the natural prerogative of childhood, but both work and play are necessary for the formation of a symmetrical character. . . . Habit is a controlling force in human nature; if this habit of work be formed early in a

child's life, there will be very little inclination toward a love of unoccupied leisure as the years go by. There can be no question as to the value of a love of work in a child's character, but most mothers overlook the fact that this element, like all other elements in character building, must begin very early in the life of a child."

Mothers often say it is more trouble to teach the children than to do the work themselves. That may be true, but it is not a question of time or convenience, but a question of duty to the child. It is an injury to the child, and an imposition upon society, to send forth a child into the world who is wholly dependent upon others. Every boy and girl should not only be taught the ordinary duties of the household, but should also have some trade by which, if necessary, he could gain a livelihood. It is the duty of parents to see to it that their children have at least that much capital with which to begin life.

"Thousands in their own homes are left almost uneducated. 'It is so much trouble,' says the mother. 'I would rather do these things myself: it is such a trouble; you bother me.'

"Does not the mother remember that she herself had to learn in jots and tittles before she could be helpful? It is a wrong to children to refuse to teach them little by little. Keep these children with you. Let them ask questions, and in patience answer them. Give your little children something to do; and let them have the happiness of supposing they help you. There must be no repulsing of your children when trying to do proper things. If they make mistakes, if accidents happen, and things break, do not blame. Their whole future life depends upon the education you give them in their childhood years."—Private Collection, Dec. 15, 1897.

### **Teaching Bible Truth**

What an opportunity parents have of sowing the seed of Bible truth in the minds of their children while occupied in the daily work! We have often been told of late that the Bible must be the textbook in all studies. Now, how can the parents put this into practice in our work? It is a very easy matter if only we have the Word in our own hearts and minds. One day a little boy rather objected to doing his part of the family work. He was told that the Bible said if a man did not work, neither should he eat. This had the desired effect. Evidently the thought took hold of him, for he was heard a few days afterward quoting the same text to one of the brethren who was telling how poorly he was. He said he did not feel like working, whereupon the little fellow promptly told him that the Bible said if he did not work, he should not eat.

There is an excellent opportunity to impress on the minds of the children our duty in regard to paying tithes. Suppose we are picking berries, let one of the children keep a record. Every tenth quart belongs to God. Give them a note-book and pencil; let the pencil be tied to the book so it will be always ready; and whether it is berries, apples, potatoes, or cotton, see to it that the tenth is set aside for the Lord. Teach the text at the same time. See Lev. 27: 30-32; Prov. 3: 9, 10.; Mal. 3: 8-10.

This also gives an excellent opportunity to teach number work. How many quarts in a gallon? How many pecks in a bushel? If we gather twenty-five gallons of berries in a day, what is the tithe? How much will we receive for our share if we sell our berries at six cents a quart?

One family has an egg basket for the Lord, and every time they get ten eggs, the tenth goes into the Lord's basket.

Let us recall some of our first principles, and see how this kind of training will affect our children. "Habit is a controlling force in human nature; if this habit of work be formed early in a child's life, there will be very little inclination toward a love of unoccupied leisure as the years go by.

Think you if a child in his early training forms the habit of giving the Lord the tenth of the seed and of the fruit of the tree, he will be likely to rob God in tithes and offerings?

Parents have an excellent opportunity to make the home school intensely practical. Number work, weights, and measures can be so woven in with the common work of the home and farm that life will be a real experience, and the children will grow up with some purpose and aim in life.

### **Physiology and Hygiene**

"From the first dawn of reason the human mind should become intelligent in regard to the physical structure. We may behold and admire the work of God in the natural world, but the human habitation is the most wonderful. . . It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place. . . . All children should study it. It should be regarded as the basis of all educational effort. And 'then parents should see to it that practical hygiene be added.'—Healthful Living, p. 13.

This work must be done orally by parents in the home school; and to prepare themselves for the work they should read Dr. Kellogg's physiologies, "Healthful Living," and "Monitor of Health."

### **Teaching a Child to Know Himself**

Ignorance on this point is the rock on which many a tiny bark has been wrecked even before it was fairly launched on the ocean of life.

Man is fearfully and wonderfully made. Very early in life we should call the attention of the children to the works of God in the earth. That includes everything in the earth; therefore God made the grass, trees, birds, fishes, and last He made man. All this and much more about these different objects, can be taught as a foundation before the child is old enough to ask that ever-perplexing question of every child, "Mamma, where did I come from?" or "Where did you get me?" Sooner or later every child asks this question of some one, and every wise mother will anticipate the question, and will so fill the mind of her child with reverence for God in all His created works that when the child comes to her with the problem of his existence, she will be prepared to tell him the simple truth, and his confidence in his mother will be such that he will be prepared to accept her instruction.

The question is often asked, How old should a child be before he is informed of the mysteries of human life? Dr. Wood-Allen and other eminent authorities agree that when a child's mind is hungry enough for knowledge on this point to ask the question; he is old enough to receive a truthful answer. It is positively cruel and wicked to put a child off with some fabrication. Let Dr. Wood-Allen speak again on this point. She says: "I would rather tell a child the truth a year before it is really necessary than to postpone it five minutes after some one else had sown tares of evil thought in the virgin soil."

"To the pure all things are pure,' and if we had been correctly educated, and if the thoughts of men's hearts were not evil continually, we would not be so embarrassed about these questions. . . . We speak of the symphony of Beethoven as a wonderful conception; we call a picture by Raphael a magnificent conception; and we never blush at thus denominating a creation of our mental powers. But if we come to speak of the calling into life of a human, being, we are covered with confusion."

I wish the book "Teaching Truth," from which the fore-going extract is taken, could be placed in the hands of every mother and every church-school teacher in the land.

Talk with the children early about God and His created works; about the birds and their nests; about the papa and mama robins with their babies; about the flowers and vegetables. Soak some peas or beans or corn overnight. In the morning, on opening the bean, there we find the baby bean snugly wrapped up inside the mama bean! We make the same discovery with the other seeds. All this is done

before we have been asked for any light upon the origin of the human offspring. Plant some seeds in a small box in the window and see how anxiously the children will watch for the appearance of the baby beans and peas. Always keep uppermost in the child's mind the wonderful power of God in creation.

It is a safe rule never to tell a child any more than is necessary to satisfy his curiosity. If he has asked the question, and you feel that he is almost too young to understand the whole truth, begin by talking about the seeds and the little chickens, and he will forget his question entirely. This will give you time to prepare for the next attack. You have satisfied his mind, have told him the truth, and have kept his confidence. This is progress. Every mother must study her children, for no two will ask these questions in the same way, nor at the same time of life; and all this must be taken into account in giving the instruction.

### **A Suggestive Lesson**

The following lesson was given by a mother to her two little girls, about five and eight years of age respectively. While the question referred to is not directly answered, the way for its answer was prepared, the children were satisfied, and they did not refer to the matter again for a long time:

"Come, children, let us have a visit with Mr. and Mrs. Morning-glory and their children."

"O do, mamma!"

"First, we will go and get some morning-glories."

"Let me go, mamma."

"Very well, you may get those that bloomed this morning. But suppose you get a whole plant instead of just a flower, and we will talk about it all together first."

"All right. I want to know something about the roots."

"This is a fine specimen. Let us see how the root looks. It seems to have one main root with ever so many little ones following it, trying to catch up, I suppose. What do you suppose the roots do for the plant, Agnes?"

"I don't know."

"I know, they get food from the ground."

"Yes, of course; the little plant must have something to stand on, too. The part that goes down into the ground we call the root. Now what do we call the part that goes up to the light?"

"We call it the stem."

"I wonder what good the stem does?"

"O, it carries the sap up to the flowers and leaves."

"Why isn't that nice! The stem is a little water pipe. Edna, let us cut off a piece of the stem, and see if you ever saw anything like it."

"No, I think not."

"Just imagine that this little piece is very much larger around, but no longer. See if you can think of any of your blocks that look like it."

"O, yes, I know—the cylinder."

"Good for you. Then the stem of our morning glory is a long cylinder, is it not? We say it is cylindrical. That is a long word for you, I know."

"Let us learn something about the leaves next. How are they arranged on the stem?"

"One is on this side, then one on that side."

"We say when they are, so arranged that they are alternate. These are a little peculiar, too. They seem to have little leaves coming out of the stem over the base of the other leaves. I should not be surprised if there is where Mr. and Mrs. Morning Glory are going to build their house. Let us go out to the vines and look them over carefully."

"O, that is where there is going to be a flower." (Pointing to the little leaf.)

"Yes, we sometimes find flowers there, but not always. Sometimes it is only a little leaf. We must hurry on. There are ever so many things we might learn about the leaves, but we want to find out about this family. Let us take this flower that bloomed this morning. We will call this pretty pink part the house. It is called the corolla, also."

"Mine is blue with white stripes."

"And mine is pure white."

"Let us take the corolla off, and see what we find there."

"O, a little green cup."

"The green cup is calyx. Agnes, count the parts of the calyx."

"One, two, three, four, five."

"We call them sepals. Edna, you may count the parts of the corolla."

"Well, it seems to be all in one."

"Yes, but the edge of it is divided. Count the scallops." One, two, three, four, five."

"These we call petals. Now let us carefully open the corolla, and see what we find inside"

"O; some little stems."

"These are the stamens, Count them."

"One, two, three, four, five."

"How beautifully it is arranged! And each part has a name, and a duty to do. We will call the stamens Mr. Morning Glory."

"Mamma, let me look at them with the magnifying glass." "O-o-o! It is so pretty!"

"Let me look, too."

"What do you see on the stamens?"

"I know; it is yellow dust."

"It is called pollen. But we must find Mrs. Morning Glory and the children. Let us examine the calyx. What do you find in it?"

"Just one stem."

"That is the pistil."

"We will call it Mrs. Morning Glory. See how slender the pistil is toward the top, and how it grows larger toward the bottom. I wonder what there is in this little nest. The bottom end of the pistil is called the ovary, and it means egg-bed. You know I told you every living thing comes from an egg."

"O, do plants have eggs?"

"Do we come from a hen's egg, mamma?"

"No, not from a hen's egg."

"How interesting this is! When I am older, I am going to study botany."

"Why, you are studying it now!"

"Yes, but I want to study it more. It is so interesting to me, and I know so little about it. I want to teach it. My, if other children are as interested in it as I am!"

"In this egg-bed tucked away so carefully are the little eggs or seeds. But our visit is getting so long we must stop."

"May I go and get a rose and examine it?"

And away she skipped, soon announcing that she could see the pollen without the magnifying glass.

We can only throw out a few hints, and leave each parent and teacher to seek God for herself, and lend a listening ear to all of nature's teachings. "If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and up-braideth not."

The Lord can teach us in all these matters concerning our duty to our children. We have been too anxious to seek help from doctors, from our brethren and sisters, and have failed to go to the Fountain Head for our selves. Jesus was not ashamed to instruct the children when He was here upon the earth; He will not turn us empty away, if we seek Him for light that we may be laborers together with Him.

Our children and our young people are going in downward paths for lack of information that we parents ought to have given them. We are told we shall be held accountable for the evil we might have prevented. Then if our children go astray for lack of instruction which we ought to have given them, how shall we stand in that great day? What shall we say to the Chief Shepherd when He comes and says to us, "Where is the flock that was given thee, thy beautiful flock?" Jer. 13:20.

Doubtless many would like to know of some books to help in the home-school work, and we would suggest first the Bible, and the "Testimonies," "The House We Live In," "Teaching Truth," "Almost a Woman," and "Almost a Man." The last three can be obtained of the Wood-Allen Publishing Company, Ann Arbor, Mich. Price, 25 cents each.

### **Bible Stories**

Children love stories. "Mamma, tell me a story," is the mother's golden opportunity. She must be ready to embrace it. No use to say, "I am not a story-teller." It is too late for that. The responsibility is upon her, and she must learn.

And she can learn. The necessity compels her, the motive draws her on. Bible stories, told in simple language which the mother best knows how to use, will powerfully impress the mind of the child for life. They furnish just the material needed to lay the foundations of mental growth and moral character. The stories of Adam and Eve, of the garden of Eden, of Cain and Abel, of Abraham, Isaac, and Jacob, of Joseph and his brethren, of Moses in the ark of bulrushes, of David and Solomon, of Daniel in the den of lions, of the Babe of Bethlehem, of the shepherds watching their flock by night, of the miracles and ministry of Jesus, of His death and resurrection, of His ascension and coming again—what are all the myths and fables and fairy tales of the world as compared with these as mental food for the child?

Let the mother, and the father, too, revive these stories in their minds. Let them read again the familiar lines, and brood over them until the thoughts fuse with their own simple language. Then, when the child's retiring hour arrives—that sweet-

est, holiest time in all the day—let thoughts of these sacred stories be latest in his mind before his eyes are closed in slumber.

But let no one depend upon these helps, and forget the Book of books itself. Its very language is no small factor of a liberal education. The mother should early read these stories to the child from the Bible, word for word where the lan-guage is easy, turning it into her own language if too diffi-cult for the child to grasp.

“But continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them, and that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.” 2 Tim. 3:14, 15.

### **Teaching Reading in the Home**

One reason we do so little for the children in our homes is because we magnify the nones-entials of life. We are liable to reckon the transi-tory things of time as of greater value than the things that count through all eternity. It pays to spend some time every day with the children while they are young; for it is only a few years at most till they are away from us.

One of the most important subjects taught in school is the subject of reading. There are so many helpful and val-uable books obtainable for the children, that Christian parents may have much help in the teaching of this subject. The best prepara-tion for beginning reading is Bible story telling, short talks, and the reading of good literature.

Let the children repeat the stories told them, and encour-age them to express themselves in clear, intelligent sentences. It is through reading we gain our knowledge of other sub-jects; therefore we should early teach our children to be good read-ers.

When parents do not have access to a church school for their children, let them as needed procure the “True Edu-cation Series” of readers, to aid in the use of which this MANUAL is prepared, and upon which it is based. A care-ful study of the MANUAL, together with the instruction for teach-ers in the readers, will enable parents of average ability to lay well the foundation of a Christian edu-cation in the lives of their children. Thus may par-ents and teachers cone to the “harvest home” with rejoicing, “bringing their sheaves with them.”

## **CHAPTER VI**

### **COURSES OF STUDY**

“So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will per-mit. But before taking up the higher branches of study, let them master the lower. . . . A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement.”—Educa-tion, p. 234.

The question of courses of study is impor-tant. What studies shall be studied in the courses, when and in what order they shall be taken up, how long they shall be pursued, are practical questions that teachers must meet and settle.

“The Bible should be made the foundation of all study.”

“The book of nature is second in impor-tance.”

“Study in agricultural lines [as a branch of manual training] should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon.”—Testimonies, vol. 6, p. 176.

Education is “the harmonious development of the phys-ical, the mental, and the spiritual pow-ers.” Education, p. 13.

The principles laid down in the foregoing quotations form the basis of classification in the courses of study. Here the threefold nature of the child and the three great lines of training are clearly pointed .out. These lines of study—Bible, nature, ail manual training—may properly be termed the “essentials of education.” All other lines of study are but accessory to these principal subjects, and as such may be called subordinate subjects. Read-ing, or English, is the key to all, and therefore may be regarded as the fourth principal subject. Every other subject generally found in an elementary curriculum is more or less an auxiliary to these principal subjects.

Experience has shown that the daily pro-gram of studies in our church schools is too con-gested to produce the best results physically, men-tally, or morally, either upon student or teacher. Too great segregation of subjects into separate class work is one of the chief causes of this congestion. A just and wise application of the principle of corre-lation,—the studying together of those subjects that are naturally re-lated and associated,—will greatly

aid in simplifying the daily work, as well as in placing it upon a better pedagogical basis.

For example, in the first, second, and third grades, the child is learning to read, and he should be placed in possession of the key of knowledge as quickly as possible. Closely associated with reading are writing, spelling, and language. All these subjects should be taught in connection with the reading lesson. Oral lessons in Bible and nature are also taught together in these grades, and these lessons form the basis of the reading lessons. Numbers and drawing are especially associated with the industrial study and work, and should be studied in this connection. This is the natural order.

In the fourth, fifth, and sixth grades, Bible and nature, before studied together, are pursued in different classes. The English work—spelling, language, and composition—may still be pursued in connection with the reading lessons. Carefully prepared lessons on these subjects accompany the reading lessons in the “True Education Readers.”

Correlation is in perfect keeping with the nature of the child’s mind. The perceptive powers develop early and rapidly. The child, ushered into the world, spends its first few years gathering facts by seeing, hearing, smelling, tasting, and handling the objects about him. Nature presents these objects, not in groups or classes, but intermingled, or correlated. He studies the flower and the bee sipping nectar from its golden cult—botany and zoology together. Colonel Parker used to say that the child studies in elementary form the entire curriculum of the university before he goes to school at all. Later the powers of conception develop more rapidly. The child learns to compare and classify, and in the intermediate, academic, and college courses he finds it convenient to study separately the classes of objects he has learned to recognize.

It should be the constant study of the teacher so to adjust the balance of subjects as to reduce the number of classes —by correlation and other methods—to the point where the best work can be done for the entire school.

The relation of principal and subordinate subjects is represented by the following general outline:

#### I. BIBLE

1. Bible biography.
2. Old Testament history.
3. Life of Christ.
4. Daniel and the Revelation.
5. Acts of the Apostles.

6. Bible doctrines.

7. Sacred history and geography.

a. General,—the world.

b. Special,—the United States.

II. NATURE—(Elementary natural science).

1. Geography.

2. Physiology.

3. Physical geography.

4. Elements of botany, zoology, physics, astronomy, and chemistry.

III. INDUSTRIAL STUDY AND WORK.

1. Agriculture and horticulture.

2. Mechanical industries.

3. Arithmetic and keeping accounts.

IV. ENGLISH.

1. Reading.

2. Language.

3. Spelling.

4. Composition.

V. DRILLS.

1. Penmanship.

2. Drawing and painting.

3. Music.

The convention did excellent work in providing uniform courses of study for all grades of our schools. Heretofore nothing of this kind had been attempted beyond the intermediate school. The academies and colleges have been left to adopt such courses as seemed best under their individual circumstances. Probably this is the better way in the matter of details. Many have thought that no attempt should be made to unify these higher courses, and perhaps few believed it could be accomplished in convention, even if attempted. It was feared by some that local needs and prejudices would stand in the way of the adoption of uniform courses; and by others the advisability of such uniformity was questioned even if it could be secured. The “unit system,” suggested by the committee, together with the broad, general, and flexible outline of studies they recommended, formed a platform on which educators from all parts of the country could stand together. Much earnest thought was given to this subject in committee, and more time was devoted to it in convention than to any other one topic. Hours were spent in earnest but kindly discussion, and

some changes were made; but when the amendments were all in, and everybody had said freely all he wanted to say, the entire report as presented in the following pages was adopted without a dissenting voice.

The company of men and women whose recommendations were thus in the main approved by the convention consisted of the committees on courses of study and text-books appointed at the last General Conference, held at Takoma Park, Washington, D. C., three years ago. Their names will be found on pages 7, 8, of the last "Year Book" as follows:

"COMMITTEE ON COURSES OF STUDY.—Frederick Griggs, B. G. Wilkinson, W. E. Howell, J. E. Tenney, Mary Kinneburg, C. B. Hughes, J. G. Lamson, B. E. Huffman, Lulu I. Tarbell.

"COMMITTEE ON TEXT-BOOKS.—C. C. Lewis, M. E. Kern, M. E. Cady, B. E. Huffman, Sarah E. Peek, Mrs. Fannie Dickerson Chase, Mrs. Sara J. Hall, Mrs. N. II. Druillard, Mrs. Flora II. Williams."

All attended the convention but two. The text-book committee had been carrying on their work by correspondence throughout the year, and they met at College View nearly a week before the convention to perfect their report. They found their work constantly correlating with that of the committee on courses of study. The latter committee convened on Thursday, the day before the convention, and from that time forward throughout the convention the two committees held joint sessions and presented their reports together.

To the conscientious, faithful, and scholarly work of these committees is largely due the happy result which places the entire school system of the denomination on a basis abreast with the best modern educational thought, and also embodying the essential principles of the reforms advocated in the denomination during the past ten years.

The action of the convention on the matter of courses of study and text-books deserves, and will receive, the approval and support of the entire denomination.

### **Suggestive Outlines for Courses of Study**

NOTE.—All supplementary work is suggestive only.

#### **FIRST GRADE**

Bible and Nature:—Simple Bible stories. Ten subjects from the Old Testament and ten from the New Testament.

Reading.—Blackboard work, followed by "True Education Reader Series," Book One. Supple-

mentary work, "Bible Reader," Number One, "Our Little Folks' Bible-Nature," and "Plant Life." Correlated subjects, spelling, language, numbers, writing, drawing, and busy-work.

Industrial Study and Work.—Gardening, sewing, paper and cardboard work, care of school-room. Correlated subjects, numbers and drawing.

Music.—Rote singing.

#### **SECOND GRADE**

Bible and Nature.—Stories of Christ as Creator and Saviour; oral work.

Reading.—"True Education Reader Series," Book Two. \*Supplementary work, "Bible Reader," Number Two, and "Animal Life." Correlated subjects continued from first grade. "Augsburg's Drawing Manual," Number One (for teacher), with accompanying tablets or cards for pupils.

Industrial Study and Work.—Continued from First Grade.

Music.—Rote singing continued.

#### **THIRD GRADE**

Bible and Nature.—Stories of creation, patriarchs, prophets, apostles, and reformers.

\*After the convention had adjourned, several leading primary teachers discovered that they had overlooked the fact agreed upon by all that "Bible Reader" Nos. 2 and 3 are too difficult for grades two and three. They recommend that these readers be used for supplementary work in grades three and four respectively.—Secretary.

Reading.—"True Education Reader Series," Book Three. Supplementary work, "Bible Reader," Number Three, "The House We Live In," and "Uncle Ben's Cobblestones." Correlated subjects, language, numbers, spelling, writing, drawing, and geography. "Augsburg's Drawing Manual," Number One (for teachers), with accompanying tablets or cards for pupils.

Industrial Study and Work.—Continued from Second Grade.

Music.—Rote singing continued. Simple scale exercises.

#### **FOURTH GRADE**

Bible:—Creation to Joshua. "Mrs. McKibben's Bible Lessons," Number One, Part I. Correlated subjects, spelling and geography.

Nature Study.—General view. "Bible Nature Study" (for teacher). "Nature Study Notebook," Num-

ber One. Cor-related subjects, spelling and drawing.

Reading.—"True Education Reader Series," Book Four, continued. Supplementary work, "First Book of Birds," "Hooker's Child's Book of Nature," Part I.

Arithmetic.—Mental and elementary written arithmetic supplemented with practical problems from industrial and nature study. Simple accounts.

Industrial Study and Work.—Gardening, chair caning, sewing, basket making, care of school-room. "Manual on School Gardening," etc.

Penmanship and Drawing.—Class organized, work alternated. Spencerian system. "Augsburg's Drawing Manual,"

Number Two (for teacher), with accompanying tablets or cards for pupils.

Music:—Sight singing. Scale, key of C.

#### **FIFTH GRADE**

Bible.—Joshua to restoration of Jerusalem. "Mrs. McKibben's Bible Lessons," Number One, Part II. Correlated subjects, spelling, drawing and geography.

Nature Study and Geography.—General review continued. "Bible Nature Studies" (for teacher), "Nature Study Notebook," Number Two. "Morton's Elementary Geography."

Reading.—"True Education Reader Series," Book Five. Correlated subjects, language and spelling. Supplementary Work, "Hooker's Child's Book of Nature," Part II.

Arithmetic.—Work of Fourth Grade continued.

Industrial Study and Work.—Continued from Fourth Grade.

Penmanship and Drawing.—Continued from Fourth Grade. "Augsburg's Drawing Manual," Number Two (for teacher), with accompanying tablets or cards for pupils.

Music.—Work of Fourth Grade continued.

#### **SIXTH GRADE**

Bible.—Life of Christ. "Mrs. McKibben's Bible Lessons," Number Two, Part I. Correlated subjects, spelling and ge-ography.

Nature Study and Physiology.—Work of Fifth Grade con-tinued. "Bible Nature Studies," (for teacher). "Nature Study Notebook," Number Three. Correlated with geography.

Beading.—"True Education Reader Series," Book Six. Supplementary, "Fifty Missionary Stories," -"Christ's Object Lessons." Correlated subjects, language and spelling.

Language.—"Bell's Language Series," Number Two, until "True Education Reader Series," Book Six, is ready.

Arithmetic.—Practical. Any standard text begun.

Industrial Study and Work.—Gardening, sewing, basket making, woodwork.

Penmanship and Drawing.—Work of Fifth Grade contin-ued. "Augsburg's Drawing Book II" (for teacher). Accompanying tablets or cards for the pupils.

Music.—"Smith's Practical Music Reader."

#### **SEVENTH GRADE**

Bible.—Elementary lessons from Daniel and the Revela-tion. Supplementary texts, "Thoughts on Daniel and the Revelation," "Story of Daniel," "Seer of Patmos." Elemen-tary general history. See out-line in MANUAL,. Correlated subjects, spelling and geography.

Elementary Science.—"Bible Nature Studies," "Nature Study Notebook."

Geography.—"Morton's Advanced" completed.

Reading.—"True Education Reader Series," Book Seven.

Language.—"Bell's Language Series," Number Three.

Arithmetic.—Practical. Any standard text.

Spelling.—"Reed's Word Lessons."

Industrial Study and Work.—Work of Sixth Grade contin-ued.

Penmanship and Drawing.—Work of Sixth Grade con-tinued.

Music.—Work of Sixth Grade continued.

#### **EIGHTH GRADE**

Bible.—Acts of the Apostles and doctrinal subjects. "Mrs. McKibben's Bible Lessons," Number Two, Part II, "Early Writings."

U. S. History.—Any standard text.

Physiology.—"Kellogg's Physiology and Hy-giene," Num-ber II.

Language.—"Bell's Language Series," Number Three re-viewed and completed.

Arithmetic.—Practical. Any standard text completed.

Spelling.—"Reed's Word Lessons."

Manual Work and Study.—Agriculture, wood-work, sew-ing.

Penmanship and Drawing.—Work of Seventh Grade-con-tinued.

Music.—"The Practical Music Reader" completed.

### **NINTH GRADE**

Bible.—Life of Christ. "Kern's New Testament History," Book I. "Desire of Ages."

Botany and Civil Government.—Standard texts.

Mathematics.—Simple accounting and advanced arithmetic.

Advanced English.—"nine's Essentials of Our Language," and any, standard text on composition.

Manual Work and Study.—Agriculture, carpentry, black-smithing, cooking, and sewing.

Music.—

### **TENTH GRADE**

Bible.—Bible doctrines.

General History.-Any standard text.

Rhetoric.—"Bell's Language Series," Number Four, sup-plemented with "Hill's Foundations of Rhetoric," and "Buehler's Exercises."

Algebra.—Any standard text.

Manual Work and Study.—Work of Ninth Grade con-tinued.

Music.

WE RECOMMEND that the work of our intermediate schools, academies, and colleges be organized upon a unit basis as follows

#### **I. PRELIMINARY MATTERS.**

1. Good moral character is a prerequisite for all courses.

2. The "unit" means one study, twelve weeks, five days in the week, with thirty-minute recitation periods in the intermediate school, forty-minute periods in the academy, and forty-five-minute periods in the college.

3. Diagram showing relation of courses:

CHURCH SCHOOL    ACADEMY    C O L -  
LEGE

1/2/3/4/5/6/7/8//9/10/11/12/13/14/  
15/16

7/8/9/10

INTERMEDIATE

## **INTERMEDIATE**

### **II INTERMEDIATE COURSE.**

1. Requirements for admission.

a. Should be fourteen years old.

b. Six years of church school work or equivalent.

2. Requirements for completion, 90 units, in four years' work.

Arithmetic    7 ½ units

Algebra    3

Bible    9

Bookkeeping, Elementary    1 ½

Bible and Elementary General History

3

Botany, Elementary    1 ½

Civil Government    1 ½

English    12

Geography    3

History, General    3

History, United States    3

Industrial Work and Study    12

Music, Vocal or Instrumental    12

Physiology    3

Penmanship and Drawing    3

Reading    3

Science, Elementary    3

Spelling    6

Total    90

### **III. ACADEMIC COURSE.**

1. Requirements for admission.

a. Should be sixteen years old.

b. Work of church school.

2. Requirements for completion.

a. Work of last two years of intermediate school, 36 units.

b. Thirty additional units, as follows:

Astronomy, Elementary	1 units
Geometry	3 "
History of Missions	2 "
Denominational History	1 "
Hydrotherapy	1 "
Industries or Trades	5 "
Ancient or Modern Language	6 "
English Literature	3 "
Prophecy	3 "
Physics	2 "
Testimonies	3 "
Total	66 "

**IV. COLLEGE COURSES.**

1. Requirements for admission.

a. Should be eighteen years old.

b. Work of academic course or its equivalent.

2. Requirements for completion, 60 units.

a. Required units (45) as follows:

LITERARY	Bible	6 units
Chemistry	English	3 "
History	6 "Industries or Trades	12 "Languages,
Ancient or Modern	12 "Mathematics	
3 "Philosophy		
3 "	Science	Total
45 "	6 units	3 " 3 " 12 " 6 " 3 " 3 " 6 " 45 "

Elective units (15) from the following: Bible 3 units

History	3 "	Language, Modern, or Greek or Hebrew
6 "Logic		
1 "Mathematics		
Pedagogy		
3 "Public Speaking	1 "	Science
6 "Total		15 " 3 units 6 " 3 " 1 " 3 " 3 " 1 " 6 " 15 "

**V. TRAINING COURSES.**

1. For Ministers, Missionaries, and Bible Workers.

a. Requirements for admission.

(1) Should be twenty years old.

(2) Work of academic course, or equivalent, including N. T. Greek, I, if student elects Greek.

b. Requirements for completion, 36 units, as follows

Bible	3 units
English	3 "
Greek, New Testament, or Modern Language	3 "
Hebrew or Modern Language	6 "
History	6 "
Industries or Trades	6 "
Science	3 "
Pastoral Training	6 "
Total	36 "

2. For Missionary Teachers.

a. Requirements for admission.

(1) Should be eighteen years old.

(2) Work of academic course or its equivalent.

b. Requirements for completion, 39 units, as follows:—

Bible	6 units
Manual Training	6 "
Methods	6 "
Professional Studies	6 "
Practice in Model School	12 "
Science	3 "
Total	39 "

3. For Preparatory Medical Students.

a. Requirements for admission.

(1) Should be eighteen years old.

(2) Work of academic course or its equivalent, including two years' Latin.

b. Requirements for completion, 36 units, as follows:—

Bible 3 units  
 English 3 “  
 German or French 9 “  
 Industries or Trades 6 “  
 Science 12 “  
 Public Speaking 2 “  
 Trigonometry 1 “  
 Total 36 “

4. For Music Teachers.

Requirements for admission.

(1) Should be sixteen years old.

Requirements for completion.

(1) Work of academic course or its equivalent.

(2) The following 48 units: —

Bible 6 units  
 Counterpoint 3 “  
 Harmony 6 “  
 History of Music 6 “  
 Manual Training 6 “  
 Piano and Organ 15 units  
 Sight Singing and Chorus 6 “  
 Total 48 “

5. For Business Workers.

a. Requirements for admission.

(1) Should be sixteen years old.

(2) Work of intermediate course or its equivalent.

b. Requirements for completion, 36 units, as follows:—

Arithmetic, Commercial 3 units  
 Bookkeeping 6 “  
 Bible  
 Business Correspondence 1 “  
 Commercial Law 2 “  
 Commercial Geography 1 “  
 Industries or Trades 6 “

Penmanship 3 “  
 Typewriting 3 “  
 Spelling 3 “  
 Office Practice 2 “  
 Total 36 “

6. For Stenographers and Secretaries.

a. Requirements for admission.

(1.) Should be sixteen years old.

(2.) Work of Intermediate Course or its equivalent.

b. Requirements for completion, 33 units, as follows: —

Bible 6 units  
 Business Correspondence 1 “  
 Industries or Trades 6 “  
 Office Practice 2 “  
 Penmanship 3 “  
 Stenography 6 “  
 Spelling 3 units  
 Typewriting 6 “  
 Total 33 “7.

For Nurses' Course.

a. Requirements for admission.

Should be eighteen years old.

Work of intermediate course.

b. Requirements for completion—The course of instruction and training given in our sanitariums.

## CHAPTER VII

### TEXT BOOKS

The recommendations of the convention in regard to text-books will be found scattered throughout the courses of study. Where satisfactory books have been produced by our own people they have been adopted. Where we have no books of our own it was thought best to leave each section of country free to use such books as may seem best. Hence,

in such cases, with few exceptions, no text is named.

“Bell’s Language Series” still holds its ground. A suggestion for a change met with such a storm of protest that nothing more was heard of the matter.

The “True Education Reader Series,” books’ one to seven, published experimentally a year or more ago, under the supervision and authorship of Sarah E. Peck, Katherine B. Hale, and M. E. Cady, was approved for general use. E. A. Sutherland’s “Bible Readers,” numbers one to three, were approved for supplementary work; also “Our Little Folks’ - Bible Nature,” and a few other books.

The field of Bible study is quite well covered. Grades one to three are provided for by matter in the readers and the MANUAL. Mrs. McKibben’s “Bible Lessons” supply the need in grades four, five, six, and eight. Elder Haskell’s books on Daniel and the Revelation are used in the seventh grade, and Professor Kern’s ‘New Testament History’ supplies the ninth.

A beginning has been made in the important work of producing suitable text-books for our schools, but much yet remains to be done. It may be well to point out our greatest needs.

1. We need a United States history and a general history, correlating these subjects with prophecy, which will show the working out of God’s purposes in the rise and fall of nations, and will make clear the work of the United States in the closing scenes of the world’s history.

Eliza Morton’s geographies, while free from errors of evolution, and hence the best to be obtained at present, were written for secular publishers, and therefore contain no matter on missionary geography. We need either a two-book series written from our own standpoint and emphasizing the missionary work, or else a manual of missionary geography to supplement the regular series.

We need a two-book series in arithmetic. This need is not so great as others, since there are several good texts, and the subject affords less opportunity for objectionable matter; still it would be desirable to have books containing less of the commercial spirit, and more instruction and good sense in the problems.

There is a demand for a penmanship manual of moderate cost correlating with the readers adopted, giving instruction to the teacher, and furnishing exercises and copies containing seed thoughts for the pupil.

The convention recommended that the Text-Book Committee be continued until the next General Conference, with such additions and changes as the department of education may think best to make; that those who think of preparing text-books be invited to submit their plans and manuscript to the committee; and that the committee be authorized and instructed to counsel and aid authors and publishers in producing text-books in as excellent form and at as reasonable prices as possible.

### **Text Books by Subjects and Grades**

**Bible.**—Grades one to three covered by matter in the readers. Grades four, five, six, and eight, are provided for by Mrs. McKibben’s “Bible Lessons for Church Schools,” numbers one to four. The seventh grade study Elder Haskell’s “Story of Daniel the Prophet,” and “The Seer of Patmos.” The ninth grade have Kern’s “New Testament History.”

**Reading.**—For regular work grades one to seven use the “True Education Reader Series,” numbers one to seven. For supplementary work, Sutherland’s “Bible Readers,” numbers one to three, are used in grades one, three, and four, respectively. Mrs. Sanders’ “Our Little Folks’ Bible-Nature,” and Florence Bass,’ “Plant Life” are recommended in the first grade; “Animal Life” for grade two; “House We Live In,” and “Uncle Ben’s Cobblestones,” for grade three; “First Book of Birds,” and Hooker’s “Child’s Book of Nature,” Part I, for grade four; Hooker’s “Child’s Book of Nature,” Part II, for grade five. “Fifty Missionary Stories,” and “Christ’s Object Lessons,” for grade six.

**Nature Study.**—Cady’s “Bible-Nature Studies” and “Bible-Nature Notebooks,” grades four to seven, inclusive. “Manual on School Gardening,” by B. E. Huffman.

**Geography.**—Morton’s Elementary, fifth grade until the nature book for this grade is ready; advanced, seventh grade.

**Drawing.**—“Augsburg’s Manual,” for teachers; tablets or cards for pupils.

**English.**—Grades one to five are provided for in the readers. Grades six to eight, “Bell’s Series,” numbers two and three. Grade nine, Rine’s “Essentials,” grade ten, “Bell’s Series,” number four, Hill’s “Foundations,” and Buehler’s “Exercises.”

**Penmanship.**—Spencerian system.

**Music.**—“Smith’s Music Reader.”

## **CHAPTER VIII THE BIBLE**

“And that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.” 2 Tim. 3:15.

“So far as possible, let the child from his earliest years be placed where this wonderful lesson book (nature) shall be open before him. . . . Let him become acquainted with the wonders of earth and sea, . . . and in all His works, learn of the Creator.

“In no other way can the foundation of a true education be so firmly and surely laid.”—Education, pp. 100, 101.

“The word of God is to stand as the highest educating book in our world. . . . We need to present the Bible as the great lesson book to place in the hands of our children and youth that they may know Christ, whom to know aright is life eternal.”—Special Testimonies on Education, p. 233.

“If used as a text-book in our schools, it will be found far more effective than any other book in the world.”—Christian Education, p. 108.

### **OUTLINE FOR FIRST, SECOND, AND THIRD YEARS**

The child must, through the known, be introduced to the unknown. The God who made the world and governs its very expression of life, color, and form, is the same God who speaks to us from the pages of Holy Writ.

To the child, nature is one fascinating, continuous story. Is it such with the teacher? Then, like the great Teacher, from the wide-open pages of nature, he may select matter within the realm of child appreciation, and through the presentation of natural truth, impress the truths of revelation.

During the fall term of school, the child has his attention directed especially to God's created works, studying the how, why, and wherefore of the successive steps of a perfect creation, being led to a higher and deeper appreciation of the great love manifest in the things about him. His own home life, the occupation of the different members of his family at this season of the year, his observation of plant and animal life as they prepare for their annual period of rest, the ripening of seeds, the falling of the bright autumn leaves, and the weather changes as recorded upon his own little weather chart,—all these are wide-open avenues for the teaching of spiritual truth, and the child learns that the God of creation, who not only made, but constantly cares for all the creatures of earth, is the

same loving heavenly Father who speaks through His Word a message of life and salvation.

During the winter term, the child is to listen to this story of infinite love and sacrifice. The scars that he can find upon the winter twigs, the death of the flowers and the leaves, all illustrate to him the results of sin. But he hears from the lips of his teacher sufficient Bible biography to see that “all things work together for good to them that love God.” He is able to understand that the plants are not dead, but sleeping. The change that creeps over the outdoor world toward the springtime, making green the hills and valleys, bringing back the early flowers, illustrates before his eyes the beautiful new life with which the Saviour will clothe all those who look to the Man of Calvary, and find in His cross salvation.

During the spring term, while earth is putting forth her buds of promise, the child listens to stories and memorizes promises that point to the conclusion of the message of love and mercy. The coming of Jesus, the final destruction of all that is unlovely, and the story of the earth made new, are present truth for our children at this time. While outdoor life is awakening, and seeds are sprouting in the moistened earth, he learns that it is high time that seeds of truth be planted in the hearts of earth's children and in his own heart, so that, being watered by the showers of His Spirit, receiving the early and the latter rain, the Word may, in each life, spring up and bud and bear fruit unto eternal life. How deep and real are the impressions made upon the child-heart by such lessons is understood only by those who have responded to the Master's call, “Feed My lambs.” Such is the outline for one year covering the whole story from creation begun to creation renewed.

In year two the same story is presented, the returning seasons furnishing opportunity to review all that was previously grasped from nature's book, and to make new observations as a basis for further study. Old Bible stories are reviewed, new ones added, and a new list of memory verses is presented in connection with this second glimpse of God's plan as a whole. In year three the complete story is again renewed and expanded, new facts and new details being presented, and a new list of memory texts making emphatic the truth of God's great plan.

Thus the work of each of the first three years is a complete whole, and by this threefold presentation there is thoroughly laid in the child's mind such a broad foundation for future work as will prepare him to make an intelligent study of the separate parts of Bible history as will be taken up and

studied in detail during the following years of his Bible course.

The children will become acquainted with God and His great plan, and will be led to live in harmony with Christ, their Creator and Redeemer, that they may have a home in the earth made new.

The work of the first three years in Bible and nature is oral. It is a study of the wonderful plan of God in Creation and Redemption. A brief outline of the general plan of study is as follows

A. Creation.

The working days. — A study of the things made during the six days of creation.

The Rest Day. — The seventh day the Sabbath.

B. Redemption.

1. The temptation and fall.

2. The plan of salvation.

3. The messengers of salvation.

(a) In the Old Testament.

(b) The first coming of the Saviour.

(c) In the New Testament.

4. The last message of salvation and messengers.

5. The second coming of Christ the Saviour.

6. The destruction of the earth by fire.

7. The new earth—the restoration of all things.

## LESSON OUTLINES

### Year One—First Term

A. Introductory Lessons:

1. The one Father. Memory verse, Eph. 4: 6.

2. The Father's works and words. Memory verse, Ps. 106:1.

B. Creation in the Beginning:

3. God the Creator. Memory verses, Gen. 1: 1, 2.

4. Condition of the earth in the beginning.

5. The Creator's plan to make the earth beautiful.

C. Entrance of Light:

6. How and why created. Memory verses, Gen. 1: 3-5.

7. A ray of light.

8. Colors of light.

9. Heat, the companion of light.

10. Evening and morning.

D. The Creation of the Firmament:

11. The firmament—an open space. Memory verses, Gen. 1: 6-8.

12. Air—what it is.

13. Something about clouds.

14. The wind—something about its work.

15. Review of the work of days one and two of creation.

E. The Gathering of the Waters:

16. How the waters were gathered. Memory verse, Gen. 1:9.

17. Natural divisions of water.

F. The Appearance of the Dry Land:

18. Surface and soil. Memory verse, Gen. 1: 10.

19. Purpose of dry land.

G. Creation of Plants:

20. Creation of plants. Memory verses, Gen. 1:11-13.

21. Grasses and herbs.

22. Trees.

23. Fruits.

24. Seeds.

25. Roots.

26. Stems.

27. Buds.

28. Leaves.

29. Flowers.

30. Fruits and seeds.

H. Sun, Moon and Stars:

31. Creation of lights. Memory verses, Gen. 1: 14, 15.

32. Days, years, and seasons.

33. Something about the sun.

34. Something about the moon.

35. Something about the stars.

I. Water Animals:

36. Creation of water animals. Memory verse, Gen. 1:20.

37. Simple water animals.

38. The minnow.

39. The frog.

40. The snail

J. Air Animals:

41. The creation of fowl. Memory verses, Gen. 1:22, 23.

42. Birds and their homes.

43. The scratching family.

44. The swimming family.

45. The wading family.

K. Land Animals:

46. Creation of land animals. Memory verse, Gen. 1: 24.

47. The cow.

48. The horse.

49. The dog and cat.

50. The camel or elephant.

L. Creation of Man:

51. Man. Memory verse, Gen. 1: 26.

52. His first home.

53. His companion.

54. His food. Memory verse, Gen. 1: 29.

55. The forbidden fruit.

M. The Sabbath:

56. The origin of the Sabbath. Memory verse, Gen. 2: 3.

57. The sign of the true God.

58. The purpose of the Sabbath. Memory verses, Gen. 20:8, 9 (first clause).

59 and 60. Review of the story of creation week.

**Second Term**

N. The Fall of Man:

1. Origin of evil.

2. The temptation. Memory verses, Gen. 3: 3, 4.

3. The fall. Memory verse, Rom. 3: 23.

O. The Plan of Redemption:

4. God's love. Memory verse, John 3:16.

5. Love's sacrifice.

P. The Message of Salvation to the Antediluvians:

6. Adam's family. Memory verse, Eze. 18:20 (first clause).

7. Noah and his work.

Q. The First Destruction of the Earth:

8. The ark.

9. The Flood. Memory verse, Rom. 4: 7.

10. The bow of promise. Memory verse, Gen. 9:13.

R. Old Testament Characters—Messengers of Salvation:

11. The call of the "Father of the faithful." Memory verse, Gen. 15:5.

12. The son of promise.

13. The test of faith. Memory verse, Gen. 15:6.

14. Twin brothers.

15. Lying lips and repentance. Memory verse, 1 John , 1:9.

16. The work of angels. Memory verse, Ps. 34:7.

17. Joseph and his dreams.

18. His envious brothers.

19. The reward of faithfulness. Memory verse, Rev. 3:21.

20. Review.

21. The baby Moses.

22. Early training of Moses.

23. Moses' choice.

24. The boyhood of David.

25. The sheep and shepherds. Memory verses, Psalm 25,

26. David and the giant.

27. The songs of David.

28. Disease. Memory verse, 3 John 2.

29. The little Jewish medical missionary in Syria.

30. Leprosy a symbol of sin. Memory verse, Gen. 51: 7 (first clause).

S. The First Advent of the Saviour:

31. The announcement to Mary. Memory verse, Matt. 1:21.

32. The visit of the shepherds. Memory verses, Luke 2:10, 11.

33. The visit of the wise men.

34. The flight into Egypt.

35. Review.

36. The home of Jesus.

37. How Jesus learned.

38. How Jesus worked. Memory verse, Eccl. 9: 10.

39. His visit to the temple.

40. Review.

41. John the Baptist. Memory verses, Matt. 3:1, 2.

42. Jesus baptized. Memory verse, John 1:29.

43. The first miracle.

44. Jesus teaching the people.

45. Healing of Jairus' daughter. Memory verse, Jer. 30:17 (first half).

46. Jesus walking on the water.

47. Review.

48. Jesus blessing little children. Memory verses, Mark 10:13-16.

49. Children of all races.

50. Children more unfortunate than we.  
51. What the gospel can do for these children.

52. The duty of children. Memory verse, Eph. 6: 1.

53. Why was it necessary for Jesus to die.

54. How Satan tried to defeat God's plan.

55. The story of the cross. Memory verses, John 1: 3, 10, 11.

56. The burial.

57. The resurrection.

58. Farewell words. Memory verse, Mark 16:15.

59. The ascension. Memory verse, Acts 1:11.

60. Triumphant entry into the city of God. Memory verses, Ps. 24: 7-10.

### Third Term

T. New Testament Characters—Messengers of Salvation:—

1. Peter and John at the Gate Beautiful. Memory verse, Acts 3: 6.

2. Imprisonment of Peter and John. Memory verse, Acts 5:29.

3. Early life and conversion of Saul.

4. Shipwreck of Paul. Memory verse, Acts 27: 25.

5. Review.

U. Reformers—Later Messengers of Salvation:

6. The apostasy. Memory verse, Pan. 7:25.

7. The Reformation,

V. The Last Message and Messengers:-

8. The first angel's message. Memory verses, Rev. 14: 6-12.

9. The second angel's message.

10. The third angel's message.

11. The Sabbath reform.

12. Pioneers in the last great reform.

W. The Second Advent of the Saviour:

13. Men who have looked for His coming.

14. Manner of His coming. Memory verse, Rev. 1: 7.

15. Purpose of His coming. Memory verse, Isa. 25:9.

16. Signs of His coming. Memory verse, Matt. 24: 34.

17. Review.

X. The Desolation of the Earth:

18. The thousand years in heaven. Memory verse, Rev. 20:4 (last clause).

19. The thousand years on this earth. Memory verse, Rev. 20:5.

Y. The Final Destruction of the Earth:

20. The return of Jesus with His people to the earth.

21. The resurrection of the wicked.

22. Satan's last great deception. Memory verse, Ere. 28:19.

23. The crowning of Jesus King.

24. The final destruction by fire. Memory verse, Mal. 4:1.

Z. The New Earth:

25. A new heaven and a new earth. Memory verse, Rev. 21:1.

26. The New Jerusalem.

27. Plants in the new earth. Memory verse, Isa. 65: 21.

28. Animals in the new earth. Memory verse, Isa. 11: 6.

29. Man in the new earth.

30. A clean universe.

### **Year Two—First Term**

A. Introductory Lessons:

1. The Father's work. Memory verses, Ps. 96: 1, 2.

2. The Father's word.

B. Creation in the Beginning:

3. Review the record of creation in beginning.

4. Why God created the earth. Memory verse, Rev. 4:11.

5. How God created the earth. Memory verses, Ps. 33 : 6, 9.

C. Entrance of Light:

6. Review creation of light.

7. Two kinds of light—natural and spiritual. Memory verse, 2 Cor. 4: 6.

8. More about colors of light.

9. Reflection of light. Memory verse, Matt. 5: 14.

10. The eye. Memory verse, Ps. 94:9 (last clause).

D. The Creation of the Firmament:

11. Review work of second day of creation.

12. The breath of life.

13. The lungs.

14. The wind and its work. Memory verse, Eccl. 1: 6.

15. Ships of the air. Memory verse, Job 37:16.

E. The Gathering of the Waters:

16. Oceans and rivers. Memory verse, Ps. 95: 5.

17. The forms of water.

18. Water-power.

F. The Appearance of the Dry Land:

19. Divisions of land.

20. More about surface and soils.

21. Earth's rocky frame. Memory verses, Ps. 95: 3, 4.

G. The Creation of Plants:

22. How plants grow. Memory verse, Matt. 6: 28.

23. Roots and their uses.

24. Stems and their uses.

25. Branches and their arrangement.

26. Buds and what they contain.

27. Leaves and their uses.

28. Color and fragrance of flowers.

29. Dry and fleshy fruits. Memory verse, John 15: 8.

30. Seeds and how they travel. Memory verse, Luke 8:11.

H. Sun, Moon, and Stars:

31. Light and heat givers. Memory verses, Gen. 1: 16-19.

32. Time and seasons.

33. More about the sun. Memory verse, Ps. 104:19.

34. More about the moon.

35. More about the stars.

I. Water Animals:

36. How water animals move and breathe.

37. Fishes and their eggs. Memory verses, Gen. 1: 21-23.

38. The whale.

39. The starfish.

40. The toad.

J. The Air Animals:

41. God's care for birds. Memory verse, Matt. 6:26.

42. How to study birds. Memory verse, Matt. 10: 29, 31.

43. The parts of a bird.

44. The nests of birds.

45. Singing birds.

K. Land Animals:

46-48} Creeping things,—bee, fly, or butterfly. Memory verse, Gen. 1:25.

49. Gnawing animals.

50. Hoofed animals. Memory verse, Prov. 12: 10 (last clause).

L. Man:

51. Man's original position. Memory verses, Gen. 1: 27, 28.

52. More about man's food.

53. Digestion.

54. How to keep well. Memory verse, 1 Cor. 10: 31.

55. How to get well.

M. The Sabbath:

56. The Sabbath—the world's birthday. Memory verse, Ps. 111:4.

57. Who should keep the Sabbath.

58. Why we are commanded to observe it. Memory-verses, Ex. 20: 8-11.

59. How the Sabbath should be observed.

60. Review.

### **Second Term**

N. The Fall of Mann:

1. The origin of evil. Memory verse, Eze. 28: 17 (first half).

2. Influence of sin on animals.

3. Influence of sin on plants. Memory verse, Gen. 3:17 (last half).

O. The Plan of Redemption:

4. The plan of salvation. Memory verse, John 12: 32.

5. The Father's Jove.

P. The Message of Salvation to the Antediluvians:

6. Apostasy and idolatry. Memory verse, Eccl. 8: 13.

7. More about the message preached by Noah.

Q. The First Destruction of the Earth:

8. The "place of safety." Memory verse, Ps. 4: 8. 9: The fate of the ungodly.

10. Promise renewed.

R. Old Testament Characters—Messengers of Salvation:

11. The child Samuel—his birth. Memory verse, Prov. 20:11.

12. The call of little Samuel.

13. Story of Solomon. Memory verse, Ps. 111 :10.

14. A famine sent to Israel in the days of Ahab. Memory verse, Matt. 5:45 (last half).

15. Elijah fed by ravens.

16. Elijah sent to the widow of Zarephath.

17. Elijah by prayer obtains rain. Memory verse, Jer. 5:25.

18. Review.

19. Elisha called to be a prophet.

20. The widow's pot of oil. Memory verse, Ps. 34:10.

21. Elisha causes ax to swim.

22. Elisha smites Syrian army with blindness. Memory verse, Matt. 7: 12.

23. Review.

24. Josiah—the boy king. Memory verse, Eccl. 12: 12.

25. His good reign.

26. Esther—the girl queen.

27. Queen Esther's severe trial. Memory verse, Ex. 20:12.

28. Queen Esther's victory.

29. Job—the patient man. Memory verse, Isa. 43:10 (first clause).

30. Review.

S. The First Advent of the Saviour:

31. The prophecy of His birth. Memory verse, Zeeh. 9:9.

32. Review story of His birth.

33. Satan's attempt to destroy the Child Jesus.

34. Review story of His youth at Nazareth.

35. Review story of His baptism.

36. Jesus as Teacher. Memory verse, Matt. 8: 20.

37. Jesus cleanses the temple (first cleansing). Memory verse, Matt. 21: 13.

38. The woman at the well in Samaria.

39. The pool of Bethesda. Memory verses, Ps. 103: 2-4.

40. The leper cleansed (Matthew 8).

41. Review.

42. The two men in the tombs.

43. Parable of the sower.

44. The explanation of the parable. Memory verse, Eccl. 11:6.

45. The parable of the pearls.

46. The explanation of the parable.

47. The feeding of the 5,000. Memory verse, Phil: 4: 19.

48. Healing the blind (Matthew 18). Memory verse, Job 6 : 14.

49. The Good Shepherd (John 10).

50. The last journey from Galilee.

51. Review.

52. The story of the resurrection of Lazarus: Memory verse, John 11: 25.

53. Parable of the selfish rich man who made greater barns. Memory verse, Matt. 5: 7.

54. The woman healed on the Sabbath day (Luke 13).

55. Parable of lost sheep. Memory verses, Eze. 34: 11, 12.

56. The fig tree cursed.

57. The rejected city. Memory verse, Matt. 23: 37.

58. Review of the story of Calvary. Memory verses, Isa. 53:5-7.

59. Review the story of the resurrection and ascension.

60. Review. Memory verse, Heb. 7: 25.

T. New Testament Characters—Messengers of Salvation:

1. Peter and Cornelius. Memory verse, John 14: 13.

2. Peter and Dorcas.

3. Peter imprisoned. Memory verse, Eccl. 11: 1.

4. Paul—the type of foreign missionaries. Memory verse, 1 Cor. 3:9 (first clause).

5. More about Paul.

U. The Reformers—Later Messengers of Salvation:

6. The story of Waldenses. Memory verse, Dan. 7: 25.

7. The story of Martin Luther. Memory verse, Rom. 1:17 (last clause).

V. Final Message and Messengers:

8. The first angel's message.

9. The second angel's message.

10. The third angel's message.

11. More about pioneers in advent message.

12. Stories of early missionaries.

IV. The Second Advent of the Saviour:

13. The time of trouble. Memory verse, Dan. 12:1.

14. Signs of Jesus' coming. Memory verse, Matt. 4:29.

15. God's people delivered.

16. The resurrection. Memory verse, Dan. 12: 2.

17. Review.

X. The Desolation of the Earth—Millennium:

18. The judging of the sleeping wicked. Memory verse, Rev. 20:4.

19. Condition of dead. Memory verses, Ecel. 9: 5 and Ps. 104:29.

Y. The Final Destruction of the Earth:

20. The city descends.

21. The wicked are raised.

22. Satan's host marshaled around the city.

23. The events that occur within the city.

24. The wicked are destroyed.

Z. The New Earth:

25. More about the new heaven and the new earth.

26. The city of God.

27. Plants in the new earth. Memory verse, Isa. 55: 13.

28. Animals in the new earth. Memory verses, Isa. 65:25.

29. Man in the new earth. Memory verses, Isa. 35: 5, 6.

30-60, Reviews.

### **Year Three—First Term.**

A. Introductory Lessons:

1. Jesus as Student of Bible and nature. Memory verses, Ps. 100: 1-3.

2. Jesus as Teacher of Bible and nature.

B. Creation in the Beginning:

3. Jesus as Creator. Memory verses, Isa, 45: 12, 18.

4. Review of record in Gen. 1: 1, 2.

5. The power that upholds the worlds.

C. Light:

6. The need of light and heat. Memory verse, Ps. 119: 105.

7. How colors are made.

8. Blending of rays of light.

9. Explain use of prism and magnifying glass.

10. Prism as symbol. Memory verses, Cal. 5: 22, 23.

D. The Firmament:

11. Review record of creation of firmament.

12. Air, a conveyer of sound.

13. Study of the ear. Memory verse, Prov. 20: 12.

14. Ventilation.

15. Review the uses of air.

E. Water:

lakes,

16. Distribution of water. rivers, creeks, brooks, springs.

Memory verses, Ps. 104: 10, 11.

17. Water as a cleanser and medicine.

18. The forms of water and uses as gas and as solid.

19. The blessings of water. Memory verse, Eccl. 1:7.

F. Dry Land:

20. More about the natural divisions of land.

21. Rock makers and rock destroyers.

22. Earth as a treasure-house. Memory verse, Hag. 2: 8.

23. More about soils of the earth. Memory verses, Isa. 40 :12, 22.

24. Ways of traveling over the earth's surface.

G. Plants:

25. Fruit. Memory verses, Matt. 21: 18, 19.

26. Plants as symbols. Memory verses, Ps. 1:1-3.

27. Branches and their arrangement. Memory verse, John 15:5.

28. Curious and beautiful plants.

29. Vegetation of child's own country and state.

30. Vegetation of different continents.

II. Sun, Moon, and Stars:

31. The blessings of sunlight. Memory verses, Ps. 8: 3, 4.

32. Artificial lights.

33. More about seasons.

34. Heavenly bodies for signs.

35. Something about our solar system. Memory verse. Isa. 40: 26.

1. Water Animals:

36. The sponge. Memory verses, Ps. 104:24, 25 (last clause).

37. The island builders. Memory verses, Ps. 107: 23, 24.

38. A common fish.

39. The earthworm.

40. Crusty creatures.

J. Air Animals:

41. Migration of birds.

42. Something about climbers.

43. The eagle. Memory verses, Deut. 32:11, 12 (last clause).

44. Swift-footed birds—the ostrich.

45. Curious birds.

X. Land Animals:

46. The cat family. Memory verses, Ps. 104: 20-22.

47. The spider.

48. The ant. Memory verse, Prov. 6: 6.

49. Wood folk of one's own continent.

50. Curious animals. Memory verse, Jer. 13: 23.

L. Man:

51. His creation. Memory verse, Gen. 2:7.

52. Proper exercise and diet. Memory verse, Eccl. 5 : 12.

53. Hygiene of bones. Memory verses, Ps. 103:13, 14.

54. Hygiene of skin.

55. Care of teeth, hair, finger nails.

M. The Sabbath:

56. Origin of Sabbath. Memory verses, Mark 2: 27, 28.

57. Purpose of the Sabbath.

58. Proper Sabbath observance. Memory verse, Isa. 58:13.

59. The Sabbath an eternal institution. Memory verse, Isa. 66:23.

60. Review.

### **Second Term**

N. The Fall of Man:

1. The first sin.

2. The temptation and fall.

3. The condition of creation under the curse. Memory verse, Rom. 8:22.

O. The Plan of Redemption:

4. God's plan to save. Memory verse, 1 Cor. 15:22.

5. Why the plan was given. Memory verse, Isa. 6:3:9 (second clause).

P. The Message of Salvation to the Antediluvians:

6. The sons of God and the sons of men.

7. Enoch and Noah and their message to a world,

Q. The First Destruction of the Earth:

8. Review story of the flood. Memory verse, Heb. 11: 7 (first part).

9. Minerals buried by Flood.

10. Plants and animals buried by Flood.

R. Old Testament Characters—Messengers of Salvation:

11. Review story of Abraham. Memory verse, Heb. 13:2.

12. Review story of Isaac.

13. Review story of Jacob.

14. Review story of Joseph. Memory verse, 1 Tim. 4:12.

15. Review story of Moses. Memory verses Heb. 11: 23-25.

16. Story of Balaam. Memory verse, 2 Tim. 6: 10.

17. Story of Joshua. Memory verses, Joshua 1: 7-9.

18. Story of Gideon.

19. Review story of Samuel.

20. Review story of David.

21. Review story of Solomon.

22. Review story of Elijah and Elisha.

23. Story of Ruth.

24. Review story of King Josiah.

25. Review, story of Queen Esther.

26. The boy Daniel.

27. Daniel in the king's court. Memory verses, Prov. 23: 1-3.

28. Daniel interprets the king's dream.

29. Daniel in the lions' den. Memory verse, Ps. 91: 15, 16.

30. Review. Memory verses, Eccl. 12: 13, 14.

S. The First Advent of the Saviour:

31. Prophecy of His birth. Memory verse, Isa. 9: 6.

32. Review story of birth.

33. Review story of childhood and youth. Memory verse, Luke 2 : 40.

34. Review story of baptism.

35. Jesus in the wilderness. Memory verse, Matt. 4: 4.

36. The tempter. Memory verse, Matt. 4: 7.

37. How the enemy is vanquished.

38. The centurion's servant.

39. Review No. V. Memory verse, James 1: 27.

40. Parable of tares. Memory verse, Matt. 13: 30.

41. Explanation of the parable.

42. Parable of net. Memory verse, Matt. 13:49.

43. Explanation of the parable.

44. The transfiguration. Memory verses, 1 Thess 4: 16, 17.

45. The blind man healed. John 8. Memory verses, Isa. 29: 18, 19.

46. The rich young man. Memory verse, 1 John 4: 7.

47. Parable of the vineyard. Memory verse, John 17: 3.

48. Explanation of the parable.

49. Healing the man with the dropsy on Sabbath day.

50. The parable of the wedding supper.

51. The explanation of the parable.

52. The ten virgins.

53. The explanation of the parable. Memory verse, Matt 25. 13.

54. The prodigal son. Memory verses, Prov. 28: 13, 14.

55. The ten lepers cleansed. Memory verse, John 15:3.

56. Zaccheus.

57. The second cleansing of the temple.

58. The last supper. Memory verse, 1 Cor. 5: 7.

59. Review story of the cross. Memory verse, 1 Peter 2:24.

60. Review story of resurrection and ascension.

### **Third Term**

T. New Testament Characters—Messengers of Salvation:

1. Philip and the eunuch. Memory verse, Jolul 5: 39.

2. Paul and the jailer. Memory verse, Phil. 4: 6.

3. Paul at Athens.

4. John the Revelator.

5. Review.

U. Reformers—Later Messengers of Salvation:

6. The Dark Ages. Memory verses, Dan. 7: 24-26.

7. Wycliffe and other reformers.

V. Final Message and Messengers:

8. Review the threefold message. Memory verses, Rev. 14: 6-12.

9. The seal of God and the mark of the beast.

10-12. Stories of S. D. A. missions and missionaries.

W. The Second Advent of our Saviour:

13. Review the story of the time of trouble. Memory John 14: 1-3.

14. Review signs of coming of Jesus.

15. Review manner of His coming.

16. Review events that attend His coming.

Final review and summary.

X. The Desolation of the Earth:

18. The great bottomless pit. Memory verses, Rev. 20:1, 2.

19. The saints in heaven. Memory verse, Dan. 12:3.

Y. The Final Destruction of the Earth:

20-24. Review topics presented under the subject in previous year's outline. Memory verses, Prov. 2: 21, 22; 2 Peter 3: 11-13.

Z. The New Earth:

25-30. Review and enlarge upon topics suggested under the subject in previous year's outline. Memory verses: 2 Peter 3:13; Isa. 11:7, 9; Isa. 35:10; 1 Cor. 2:9.

## **SUGGESTIONS ON LESSON ILLUSTRATION, LANGUAGE**

### **EXERCISES AND CORRELATED OCCUPATION WORK**

#### **To Accompany Bible and Nature Work for Years One to Three.**

Pictures that appropriately illustrate the nature talk and the Bible story may be selected from Brown's or Perry's famous pictures. Such pictures will be found helpful in suggesting oral language work, and the half-penny miniature size is especially pleasing as a means of occasional illustration in the child's Bible-nature notebook. This notebook may be simply a five-cent composition blank book, devoted exclusively to written language work based upon the Bible and nature recitation. Into this blank the child may copy simple sentences and easy memory verses which he has read from the blackboard; or which he has written according to the dictation of the teacher. The pages of this notebook should represent the child's best effort in penmanship as well as his best efforts in language.

If the teacher will place upon the blackboard a brief outline of the story to be presented, the child, having listened to the presentation, will be able to reproduce in his own language the thoughts that he has made his own. Especially in years two and three can this suggestive outline be made the basis of written effort in language. The written story, having been corrected by the teacher, may be copied into his permanent blank.

The following is an exact copy of a story written by a pupil of the Montavilla Oregon Church School. It is a sample of many others equally as interesting and original that at the end of the school year were to be seen in his Bible and nature language blank. The story is based upon the record found in Joshua 10: 1-14, and is named

#### **GOD'S POWER**

The Amorites came against Israel. Joshua was the leader of Israel.

Joshua went to God. God told him to fear not, because He would deliver them into his hands. So Joshua prepared for war. He trusted in God.

When Israel came to war with the Amorites, God cast down great stones from heaven on them, and this killed the people more than the sword.

Joshua asked God if He would command the sun and moon to stand still. Joshua wanted them to stand still because the day was getting dark, and he was afraid his enemies would run away from him.

The sun and moon did stand still. The day was a long one. There was never a day so long before and never after.

It is good to keep God as our helper as Joshua did. No one can help as our God can. They can't because our God is the Maker of the heavens and the earth. Joshua couldn't without God make the sun or the moon to stand still. We all want to be like Joshua.

The following very suggestive outline assisted the child in reviewing and restating the story given above, having first listened to its details as given by his teacher.

God's Power.

1. Children of Israel.

a) Who came against?

b) Who was leader of?

2. Joshua.

(a) To whom did he go?

(b) What answer did God give?

(c) What did he do?

3. How did God help?

4. Joshua's command.

(a) What? (b) When? (c) Where?

5. The result.

(a) Describe the day.

6. Our Helper.

(a) Is it not good to obey God and keep Him as our helper?

(b) Who can help as God can?

(c) Do we want Him?

The purpose of the above outline, or of any outline prepared for the children of these grades, is not to assist in lesson study but rather in lesson reproduction. The enthusiastic and sympathetic presentation of the story by the teacher is of primary importance in the lower grades. This alone will insure satisfactory results.

A careful use of appropriate songs and poems in connection with the Bible and nature exercise will be helpful in many ways. Songs within the appreciation of the child may be selected from many sources, and long after the child has forgotten the exact words in which the teacher told the morning's story, he will remember the words of the song that gave to him its salient thought.

The Bible verses following the separate lesson subjects are chosen as memory texts and should be so thoroughly given and reviewed that at the end of the year, the child will have no difficulty in recalling the exact words of every scripture. These memory verses, in the order suggested in the outline, are printed in the "True Education Reader Series," Books One, Two, and Three; so that, before the child is able to turn rapidly from one part of the Bible to another, and before, perhaps, he is provided with a Bible of suitable type, he may see in the large type of his reader, the exact words of Scripture which he memorizes from day to day. For seat work and an exercise in writing he may copy the memory verse into his Bible and nature notebank.

Paper and Scissors.—With a little help, from the teacher, the children will enjoy illustrating the memory verses with paper and scissors. Verses illustrated in this way are not easily forgotten. The following is a list of paper cuttings - used to illustrate the texts of year one:

- 1.—Ps. 106:1. Singing birds.
- 2.—Gen. 1:1, 2. Black circle.
- 3.—Gen. 1:3-5. White circle.
- 4.—Gen. 1:6-8. Circle of blue surrounded by a larger ring of blue.
- 5.—Gen. 1: 9, 10. Circle of blue showing land mass.
- 6.—Gen. 1:1. 1-13. Trees, grass, and flowers.
- 7.—Gen. 1: 14, 15. Sun, moon and stars.
8. Gen. 1: 20-23. Fowl and fish.
- 9.—Gen. 1: 24. Beasts, cattle, and creeping things.
- 10.—Gen. 1:26. Male and female.
- 11.—Gen. 1: 29. Nuts and fruit.
- 12.—Ex. 20:8. Church.
- 13.—Gen. 3: 3, 4. Tree and serpent.
- 14.—John 3:16. Cross.
15. Gen. 9:18. Rainbow (done in colors).
- 16.—Rom. 4:3. Patriarch gazing upward (see page 103 "True Education Reader," Book One).
- 17.—Ps. 34: 7. Angel and child.
- 18.—Ps. 23. Shepherd and sheep.
- 19.—Ps. 51:7. Snowflakes (white: mounted on black).
- 20.—Eccl. 9:10. A hand.

- 21.—John 1:29. A lamb.
- 22.—Mark 10:13-16. A row of sunbonnet babies.
- 23.—Acts 1: 11. The ascension.
- 24.—Acts 3:6. Gate, pillars, and lame man begging.
- 25.—Rev. 14: 6-12. Three flying angels.
- 26.—Matt. 24: 34. Falling stars (white on black in water colors).
- 27.—Mal. 4:1. Mass of flames (crayon).
28. Rev. 21:1. Green circle to represent the new earth.
- 29.—Isa. 65: 21. House and grapes.
- 30.—Isa. 11: 6. Wolf and lamb, leopard and kid, calf and young lion.

A suggestive outline of patterns for cardboard sewing to correlate with the Bible and nature lessons, year one. (Method of presentation and materials required for the work described under Manual Training, Section C, on pages 311, and 312).

Article No. 1.—A Match Scratch.

Outline a circle upon a square of cardboard to represent the earth in darkness.

Outline a circle upon a square of cardboard to represent the earth in light.

Article No. 2. Cards for Wall Calendar.

(a) Three concentric circles to represent creation of the firmament.

(b) Three concentric circles to represent the face of a clock, placing numerals thereon.

Article No. 3.—A Chain of Six Small Circular Wall Plaques.

(a) An apple (colored red).

(b) An orange (colored orange).

(c) A lemon (yellow).

(d) A leaf (green).

(e) A morning glory (blue).

(f) A tulip (violet).

Article No. 4.—Whisk Broom holder.

(a) Outline sun and rays upon an oblong (small).

(b) Outline moon and stars upon an oblong (larger).

Article No. 5. Pinwheel.

(a) Outline a dog upon a small circular card.

(b) Outline a cat upon a small circular card.

Article No. 6.—Wall Pocket.

(a) Outline fish upon a short oblong.

(b) Outline a bird upon a longer oblong.

Article No. 7. Blotter.

(a) Outline Bible on cardboard and fasten blotters of same size.

Article No. 8.—Card or Photo Case.

Three or more square cards upon which the two adjacent sides of each is outlined with some easy but pretty border design.

Article No. 9. Basket.

Outline upon the center of a large cardboard square any easy conventional design, and after the child has finished sewing the design, score upon the square the basket pattern, cut out and shape into the finished article, tying the corners together with colored zephyr or cord.

Article No. 10.—Cornucopia.

(a) Upon a square 10 inches by 10 inches, outline a harp or a crown, and after the child sews the design, shape into cornucopia.

Reference Books.—Such books as “Patriarchs and Prophets,” “Desire of Ages,” “Great Controversy,” “Steps to Christ,” and “Christ’s Object Lessons,” which of course should be in every teacher’s library, will be found invaluable to the teacher as helps in the preparation of the suggested lesson story. “Bible Nature Studies” by Prof. M. E. Cady, “Teacher’s Manual on School Gardening and Nature Study Exercises” by B. E. Huffman, and any elementary science literature simplified especially for children will be also of much service.

Fourth, Fifth, and Sixth Years

Old Testament History and Life of Christ

For outline of lessons for these years, with suggestions for teaching, see the introduction to “Bible Lessons,” by Mrs. McKibben. The suggestions given here are for the purpose of showing how spelling and geography may be correlated with Bible lessons. The lessons to be used in these years have been prepared with the special purpose of enabling the teacher to correlate geography and language (particularly spelling).

The words given with each lesson are selected from the text, and are to be spelled and defined, and may be used in sentences, either oral or written. They should be defined according to their

use in the text, and each sentence should express some truth learned in the lesson. This word study should never be omitted, as the child’s comprehension of his lesson often depends upon his understanding some new or unusual word.

Bible history gives special opportunities for language exercises. As a variation from oral recitation, the pupils may be required to write answers to the questions. Each answer should be a complete statement, with necessary capitals and marks of punctuation. Themes may also be assigned for oral reproduction or written composition, such as biography, description of places, or narration of events. Pupils should never be permitted to write until after they have prepared an outline of the subject. This may be done in class recitation under the direction of the teacher. The preparation of an outline is one of the best ways of conducting a review exercise.

After the compositions have been examined, and corrections indicated, they should be copied into exercise books used for this purpose alone. The copying may be done at the period devoted to writing, and as an occasional exercise is quite as profitable as any other lesson in writing.

It is always necessary to correlate geography with history of any kind; this is especially true of the history given in the Bible. It is impossible to obtain a clear knowledge of Bible history without careful study of Bible lands. To be of profit to children, this study must be systematic and thorough.

As an aid to the study, a globe is the first requisite. If the teacher can not procure the manufactured article, he can make one by covering a ball with paper, and drawing upon the paper an outline of the land masses of the earth. The globe is then ready for the first lesson after the Flood.

Locate the continents and oceans and teach directions on the globe. Illustrate the rotation of the earth, the cause of seasons, and the meaning of the term, “the east.”

A map of the world should now be introduced. Every school should have a good map of the world hung on the wall in a good light. While any number of other maps could be used to good advantage, this is the only one absolutely necessary; all others needed for the lessons may be drawn by teacher and pupils. One map drawn by the pupil himself is of greater educational value than all that might be purchased for him.

Teach the difference between a map and a globe. Locate the continents and oceans on the map, and teach directions as on the globe. Locate Mount

Ararat and Babel. The class is now ready for "The Peopling of the Earth."

Map I. The teacher should prepare an outline map of the world. This may be done with little time and effort by laying a piece of thin paper over the map and tracing the outline with the hectograph inks. This outline should then be placed on a hectograph slate, and from it may be printed as many copies as are needed.

Give a map to each pupil, and require him to color it in three different colors, one for each of the sons of Noah. When he has finished, his eye will tell him that the scripture has been fulfilled, "God shall enlarge Japheth."

For the next lesson each pupil should be required to print on his map the names of the grandsons of Noah. He has now mastered the tenth chapter of Genesis. The teacher should supplement this with a simple explanation of the origin of the principal nations of the earth.

Map II. The next map needed is one which is usually called a "map of Bible lands." It is a map of south-western Asia, southern Europe, and northern Africa. The first use of this map is to trace the journeys of Abraham.

The pupil has first studied the world as a whole, he must now devote himself to a small portion of it. But this he must study very thoroughly, for every mountain, lake, river, sea, and country has some very important history connected with it, which he will learn in due time.

On this map the pupil should first learn to recognize the three continents. Let him compare this map with the map of the world till he recognizes the fact that the former is a portion of the latter drawn on a larger scale. Let him locate on his new map the two places he studied on the map of the world, Mount Ararat and Babel. He is now ready for something new.

The teacher may give a word-picture of the Tigris and the Euphrates Rivers, the land drained by them and the people who lived there in Bible times. Let the pupils locate Assyria, Mesopotamia, Chaldea, Ur, and Haran, and trace the journey of Abraham from Ur to Haran. At this point the pupils must prepare to take their first journey through Canaan, this time in company with Abraham. Doubtless they will feel with him the disappointment of finding it full of Canaanites. Trace on the map Abraham's journey to Egypt and back to Canaan.

Map III. The pupil must now have a new map, a map of Canaan. As before, he should compare this

with the map he has just studied, that he may see that it is but an enlargement of a small portion of that. Upon this map the pupil should print the names of the heathen tribes of Canaan as they existed when Abraham came to sojourn in the land.

A very clear and accurate map of ancient Canaan may be found in "Empires of the Bible," page 111. This map may be drawn on the blackboard. When it has been well studied, all names may be erased and the pupils required to replace them correctly from memory.

Map IV. The next map required is that of Egypt and the Sinai peninsula. Since the people of God lived so long in Egypt, it will be fitting and profitable to give several lessons on the geography and ancient history of that land. Tell the children the story of the pyramids, the sphinx, the temples, the animal worship of the Egyptians, and describe the River Nile. Do not be afraid to take time for these exercises. Remember this study helps to make the Bible a real book to the children. Trace carefully on the map the journey of the children of Israel from Egypt to Canaan, locating all the principal places.

Map V. When Israel enter Canaan, map III may be used again; but when "The Division of the Land" of the fifth year is studied, a new map should be drawn to show the division of Canaan among the tribes of Israel. The pupils in the fifth year should draw their own maps. They may be allowed to reproduce or enlarge maps by the aid of squares, but should be required to draw a free-hand map of Palestine. Drill upon this until it can be drawn rapidly and accurately from memory.

The teacher should have a map of Palestine upon the blackboard all the time. As a new place is found in the lessons, indicate its position upon the map, but do not print the name. Conduct frequent short map exercises, requiring the pupils to name the places as they are pointed out.

This is a very appropriate time to make a complete study of the geography of Palestine. Doubtless Israel studied very carefully the new land of which they had just taken possession.

A relief map of Palestine may be made in a sand box or out of doors on the ground. Study this land until the pupils can tell the topography, climate, and products of each particular section.

The children enjoy making lists of the animal, vegetable, and mineral products of Palestine mentioned in the Bible. Thus they learn to search the Scriptures. They may also be required to select texts which describe the water supply, the seasons, the forests, the mountains, lakes, and rivers of Palestine.

Map VI. From the division of the land to the days of David, map V will be found sufficient, but a new one should be drawn to show the extension of the kingdom under David and Solomon. This, with a division to show the two kingdoms of Judah and Israel, may be used until the time of the captivities, when map II should be drawn again, and the lands of the captivities studied.

Map VII. One large, clear map is sufficient for a study of the life of Christ. This map should show the three provinces, Judea, Samaria, and Galilee, and the teacher should carefully explain the reasons for this division, the character of the people of each of the provinces, and the form of government.

If each period of Christ's ministry is traced on a separate copy of this map, it will greatly aid the pupil in remembering the order of events. A special study may be made of the Sea of Galilee and surrounding country, with the cities on its shores, also Bethlehem, Nazareth, Jerusalem,, Samaria, and the River Jordan.

The readings at the close of each of the lessons of the Bible history series are for the teacher's use especially, though a part or all may be assigned to the pupils at the discretion of the teacher.

The teacher will find special help in "Patriarchs and Prophets," "Desire of Ages," "Empires of the Bible,"

Smith's "Old Testament History," Smith's "New Testament History," Geikie's "Life of Christ," "Clarke's Commentaries," Smith's "Dictionary of the Bible," "Schaff's Bible Dictionary," "Landon's Historical Atlas," and the "Pictorial Bible Geography for Little Students," by J. II. Vincent.

The C. W. & C. B. Colton Co., 172 William St., New York, publish an excellent line of maps, especially those printed on white muslin. Maps in black and white are preferable to colored maps.

Maps are expensive, and unless very carefully handled, are soon soiled and worn. For this reason, if for no other, pupils, should be encouraged to make their own. By exercising care and patience, they can learn to paint them on muslin or cambric, as well as on paper.

## **Year Seven**

### **Daniel and the Revelation**

We are living in the "time of the end"—the time fore-told by the prophet that the book of Daniel should be studied and would be understood. The books of Daniel and the Revelation are counterparts

of each other, and should be studied together. A study of the former, Jesus Himself has commanded, and upon a study of the latter He has pronounced a special blessing. Nor are these books for the study of those of mature minds only. The youth will be called upon, as was Daniel, to stand in the face of opposition and give an intelligent reason for their faith, and for these experiences they should be prepared.

The example of Daniel strongly appeals to the youth of to-day to be true to themselves, to their fellow men, and to God. It can not but arouse in their hearts an unconquerable desire to be of the highest service in this life, and to receive, as did Daniel, the 'divine approbation, "Thou are greatly beloved."

In the course of study, as outlined in this MANUAL, it will be noticed that the study of Daniel and the Revelation is followed in the eighth year by a year's work in general history. This history work has for its foundation and framework the prophecies of the Bible. Therefore those prophecies in Daniel and the Revelation which deal particularly and minutely with the history of nations, such as Daniel 11 and Revelation 8, 9, 12, and 13, are barely touched in Bible work of the seventh year. That the interest may not be broken, nor the study appear disconnected or fragmentary, the teacher should make a few general statements, touching some of the most thrilling events contained in these chapters. If the interest of the pupils should warrant a more thorough study of these chapters at this time, and the time of the class is too limited for this, a good work may be accomplished if the teacher will invite the class to his home, and there spend a few pleasant hours with his pupils in informal study. Such an unselfish interest in the class may do the pupils more good than many lessons in the school-room. An hour or two on the Sabbath may very profitably be spent in this way.

In entering upon the study of each chapter, the following line of procedure will generally be found practical and helpful to both teacher and pupil:

First: A careful oral reading of the chapter in class giving particular attention to such inflection, emphasis, pauses, etc., as will aid in making the thought clear, and impressing the truth upon the heart. This should, of course, include the proper pronunciation and meanings of the words of the chapter.

Second: A careful verse-by-verse study of the chapter, including spelling; a study of the historical and geographical references; the solving of mathematical problems that will assist in elucidating and comprehending the truths presented; the

memory verses, which may be assigned by the teacher or selected by the pupil; and the practical lessons. The practical lessons should be presented as circumstances or the Spirit of the Lord may suggest them. The teacher should not be so tied to any plan or method of teaching any lesson that the Holy Spirit finds no opportunity to work. Constant, earnest prayer on the part of the teacher as he stands before his class is his only hope that his effort will not be fruitless. Let him remember that the teaching of facts is not the objective point. This is but a stepping-stone to the accomplishment of the true object of the work—the conversion of the pupils. At whatever cost of plan or method, he should lead the youth to love and reverence the Word of God, and to feel that obedience to it is the highest and noblest end of their existence. In this work in a very special sense he needs to realize that as an under teacher he is but the channel of God's grace and power.

Third: A systematic outline of the chapter studied. An outline should express in a few topics the thought of the chapter. This exercise is of great importance, and ought never to be neglected. These outlines lead to thorough study, and are a wonderful help in fixing the contents of the chapter in mind. They are also especially useful for review. – In making the outline, encourage the pupil to be original, to detect the main heads in the chapter, and the relation of subheads to these main topics. If the verse-by-verse study has been well conducted, these main heads will stand out clearly in the pupil's mind. At first, the pupil may find it difficult to make a good outline. Do not discourage him by dwelling on his failures. If he has made an honest effort, his outline, although defective, is of more value to him than a much better one upon which he himself has bestowed little or no effort. Point out all the good features of each outline presented by the class, commend every good point, then show the pupils your own outline. Compare with theirs, and without criticizing their poorer outlines, they will at once see the difference, and wish to improve their own. Before the next recitation they should perfect their outlines, and record them in a blank book used for the Bible work.

Fourth: An oral review.

Fifth: A written review, using the main heads of the out-line as paragraph topics. Encourage the pupil to express himself freely in his own language, as he would if he were writing to a friend who did not understand the chapter. Properly conducted, this may be not only a thorough review, but a valuable exercise in composition.

The following is an outline of the year's work. This division of the study into lessons is not intended to be arbitrary. If some of the lessons seem too long, or others too short, the teacher should feel at liberty to make any change that will enable him better to adapt the study to his particular needs.

First Month

Lesson, I. Introduction. Authorship; when written; time covered; contemporary prophets; Daniel's age; division of book into narrative and prophetic 'chapters. References for study: "Bible Dictionary," and Introduction to "Thoughts on Daniel and the Revelation."

Lesson II. Daniel 1. Daniel's Captivity and Education. Oral reading of the chapter in class. Pronunciation and definitions of words in chapter.

Lesson III. Dan. 1: 1-14, verse-by-verse study. Memorize verse 8.

Lesson IV. Dan. 1: 15-21, verse-by-verse study. Memorize verse 17.

Lesson V. Outline of chapter 1. Oral review.

Lesson VI. From the outline write a review of chapter 1, giving special attention to formation of sentences, capitals, punctuation marks, paragraphs, spelling, etc. (See above paragraph numbered "Fifth.")

Lesson VII. Daniel 2, Nebuchadnezzar's Dream of Great. Image. Read the chapter, learning meanings and pronunciation of words.

Lesson VIII. Daniel 2: 1-23, verse-by-verse study. Memorize verses 21, 22.

Lesson IX. Dan. 2: 24-38. Memorize verses 31-35. Lesson X. Dan. 2: 39-49.

Lesson XI. Outline of Chapter 2. Oral review.

Lesson XII. Written review of chapter 2 from outline heads.

Lesson XIII. Daniel 3. The Three Hebrews in the Fiery Furnace. Reading.

Lesson XIV. Dan. 3:1-18, verse-by-verse study. Memorize verse 16.

Lesson XV. Dan. 3: 19-30, verse-by-verse study.

Lesson XVI. Outline. Monthly review of memory verses. Spelling down. Review of month's words.

Lesson XVII. Written review from outline.

Lessons XVIII-XX. Oral and written monthly reviews.

## Second Month

Lesson I. Daniel 4. 'Nebuchadnezzar's Dream of the Great Tree. Reading, meaning, and pronunciation of words. Lesson II. Dan. 4: 1-18.

Lesson III. Dan. 4: 19-37. Memorize verse 34.

Lesson IV. Outline.

Lesson V. Written review from outline.

Lesson VI. Daniel 5. Belshazzar's Feast. Reading. Lesson VII. Dan. 5: 1-16.

Lesson VIII. Dan. 5: 17-31. Memorize verses 30, 31. Lesson IX. Outline.

Lesson X. Written review from outline.

Lesson XI. Daniel 6. Daniel in the Lions' Den. Reading, etc.

Lesson XII. - Dan. 6: 1-7. Memorize verse 10.

Lesson XIII. Dan. 6: 18-28. Memorize verse 22.

Lesson XIV. Outline.

Lesson XV. Written review from outline.

Lesson XVI. Review of month's work from outlines.

Lesson XVII. Review of memory verses; spelling down; review of all words in month's work.

Lessons XVIII-XX. Review and examination for month.

## Third Month

Lesson I. Daniel 7. Daniel's Vision of the Four Beasts. Reading; meanings, and pronunciation of words.

Lesson II. Dan. 7: 1-8.

Lesson III. Dan. 7: 9-14. Memorize verse 10.

Lesson IV. Dan. 7: 15-28. Memorize verse 25.

Lesson V. Outline.

Lesson VI. Written review from outline.

Lesson VII. Daniel 8. Daniel's Vision of Ram and He-goat. Reading, etc.

Lesson VIII. Dan. 8: 1-8, 20-22.

Lessons IX-X. Dan. 8: 7-19, 23-27. Memorize verse 15.

Lesson XI. Outline.

Lesson XII. Written review from outline.

Lesson XIII. Daniel 9. Daniel's Prayer and the Vision Explained.

Lesson XIV. Dan. 9:1-19. Memorize verses 8, 9.

Lesson XV. Dan. 9: 20-27. Memorize verse 23. Diagram of 2,300 days.

Lesson XVI. Outline and review of diagram.

Lesson XVII. Written review from outline of chapter 9.

Lessons XVIII-XX. Review memory verses for month; spelling down on words for month; review of outline for month, etc., examination.

## Fourth Month

Lesson I. Daniel 10. Daniel's Vision of the Angel Gabriel. Reading etc.

Lesson II. Dan. 10: 1-9. Memorize verse 6. Study from 'Rise and Progress,' pages 93-107.

Lesson III. Dan. 10: 10-21. Memorize verse 12.

Lesson IV. Outline.

Lesson V. Written review of Dan. 10 from outline.

Note.—Daniel 11 is a literal prophecy, reaching down to a: second coming of Christ. As this will be taken up in the study of general history next year, it is not dwelt upon at this time. (See paragraph 1, page 206.)

Lesson VI. Daniel 12. The Coming of Christ and Closing events. Reading, etc.

Lesson VII. Dan. 12: 1-7. Memorize verses 1-4.

Lesson VIII. Dan. 12: 8-13. Memorize verse 10.

Lesson IX. Outline.

Lesson X. Written review of chapter 12 from outline.

Lessons XI-XX. General review of the book of Daniel and final examination.

## Fifth Month

Lesson I. Revelation 1. John's Vision of the Son of Man among the Seven Golden Candlesticks. Reading, etc.

Lesson II Rev. 1:1-9, Divine Authorship; Blessing; Coming of Christ; John an Exile. Memorize verses 3, 7.

Lesson III. Rev. 1: 10-20. The Seven Churches; Description of Christ; Explanation of Vision. Memorize verse 20.

Lesson IV. Outline.

Lesson V. Written review from outline. Spelling down

Lesson VI. Revelation 2 and 3. The Message of the Seven churches, Rev. 21:7. Message to Ephesus, verse-by-verse study. Rule exercise book for outline of seven churches, and enter items for Ephesus Church. (See suggestions at end of outline.)

Lesson VII. Rev. 2: 8-11. Message to Smyrna. Enter in outline items for Smyrna Church.

Lesson VII. Rev. 2: 12-17. Message to Pergamos. Con-tinue outline.

Lesson IX. Rev. 2:18-29. Message to Thyatira. Con-tinue outline.

Lesson X. Rev. 3: 1-13. Message to Sardis and Philadel-phia. Continue outline. Review every day. Keep up the work in spelling.

Lesson XI. Rev. 3: 14-22. Message to Laodicea. Finish outline. Oral review from outline.

Lesson XII. Written review on Revelation 2 and 3.

Lesson XIII. Revelation 4. Vision of God's Throne. Reading etc. Read also Isa. 6: 1-8 and Eze. 1; 1-28 and Dan. 7 : 9, 10.

Lesson XIV. Revelation 4, verse-by-verse study. On the twenty-four elders study Rev. 5: 9, 10; Matt. 27: 52, 53; Eph. 4: 8; 1 Chron. 24:5, 7-19 ; 2 Chron. 31:2.

Lesson XV. Outline and oral review.

Lesson XVI. Written review from outline of chapter 4.

Lessons XVII-XX. General review and monthly exami-nation.

Sixth Month

Lesson 1. Revelation 5. The Book Sealed with Seven Seals. Reading.

Lesson II. Rev. 5: 1-14.

Lesson III. Outline.

Lesson IV. Revelation 6, 7; 8:1. Opening the Seals. Reading.

Lesson V. Rev. 6: 1-4. First and Second Seals. Begin outline arranging events of first and second seals, and devel-oping outline as the study

progresses. (See suggestions at. close of this out-line.)

Lesson VI. Rev. 6: 5-8. Third and fourth seals. Con-tinue outline.

Lesson VII. Rev. 6:9-17. Fifth and Sixth Seals. Con-tinue outline.

Lesson VIII. Rev. 7:1-17. Sixth Seal contin-ued. Seal-ing 144,000. Continue outline. Memorize Rev. 7:16, 17.

Lesson IX. Rev. 8:1. Seventh Seal. Continue outline. Review Seven Seals from outlines. Memo-rize Rev. 8: 1.

Lesson X. Oral review of Revelation 5, 6, 7, and 8:1. The Seals.

Note.—Revelation 8 and 9 contain a portion of the proph-ecies known as the Seven Trumpets. The first six trumpets of this line of prophecy deal with historical events that extend from about the fourth century to about the time of the procla-mation of the first angel's message. As these events deal especially with the development of the nations of medieval and modern times, their study is omit-ted here and will be taken up in the history work of the eighth year. (See par. 1, p. 206.)

Lesson XII. Revelation 10 and 11: 1-13. Events between the Sixth and Seventh Trumpets. Reading, etc.

Lesson XIII. Revelation 10 and 11: 1, 2. A prophecy of the First, Second, and Third Angel's Messages, and the Dis-appointment of 1844.

Lesson XIV. Rev. 11: 3-13. The Two Wit-nesses. Lesson XV. Outline.

Lesson XVI. Rev. 11: 14-19. Seventh Trum-pet.

Lessons XVII-XX. Oral and written reviews of month's work.

Seventh Month

Lesson I.

Note.—Revelation 12, 13, and 14:1-5 form a line of prophecy reaching from the birth of Christ to the redemp-tion of God's people. It deals chiefly with the history and development of nations, and, for this reason, the study of it is omitted at this time, and will be taken up in the history class.

Lesson I. Rev. 14: 6-20. The Three Angels' Messages and the Coming of Christ. Reading, etc.

Lesson II. Rev. 14:6-8. First and Second An-gels' Mes-sages. Memorize verses 6-8.

Lesson III. Rev. 14:9-12. Third Angel's Message. Memo-rize verses 9-12.

Lesson IV. Rev. 14: 13-20. Coming of Christ and Reaping of the Earth. Memorize verse 14.

Lesson V. Outline Revelation 12 to 14, giving only sub-jects of chapters 12 and 13.

Lesson VI. Revelation 15 and 16. The Seven Angels with the Plagues and the Pouring Out of the Plagues. Read-ing, etc.

Lesson VII. Rev. 15: 1-8.

Lesson VIII. Outline of Revelation 15.

Lesson IX. Rev. 16:1-9. First Four Plagues. Begin outline. Select promises adapted to the plagues, and com-mit one to memory.

Lesson X. Rev. 16:10-16. Fifth and Sixth Plagues. Continue outline. Select promises and memorize one.

Lesson XI. Rev. 16: 17-21. Seventh Plague. Complete outline. Select promises and memorize one.

Lesson XII. Written review of Revelation 15 and 16.

Lesson XIII. Revelation 17. Babylon the Mother. Read-ing.

Lesson XIV. Rev. 17:1-11.

Lesson XV. Rev: 17: 12-18.

Lesson XVI. Outline of Revelation 17:

Lesson XVII. Written review of Revelation 17.

Lessons XVIII-XX. Oral reviews and monthly examination. Spelling down on words studied in daily lessons.

#### Eighth Month

Lesson I. Revelation 18. Babylon, the Daughters. Read-ing, etc.

Lesson II. Rev. 18:1-18. Fall of Babylon and Call to "Come Out of Her." Memorize verse 4.

Lesson III. Rev. 18: 9-19. Wailing of Kings and Mer-chants, because of the Destruction of Babylon. Memorize verse 16 and first sentence of verse 17.

Lesson IV. Rev. 18: 20-24. Deliverance of God's People. Lesson V. Outline.

Lesson VI. Written review of chapter.

Lesson VII. Revelation 19. The Two Suppers. Read-ing, etc.

Lesson VIII. Rev. 19:1-10. Marriage Supper of the Lamb.

Lesson IX. Review line of prophecy beginning with Revelation 17 and closing with Rev. 19:10. Babylon—the Mother and Daughters—Her Fall and the Deliverance of God's People.

Lesson X. Written review of Revelation 17, 18, 19: 1-10.

Lesson XI. Rev. 19: 11-21.

Note.—From this point in the Revelation to its close there seems to be given one connected view of scenes that take place in connection with the coming of Christ, the Mil-lennium, the New Jerusalem, the New Earth.

Lesson XII. Revelation 20. The Millennium. Read-ing, etc.

Lesson XIII. Rev. 20: 1-6. The Binding of Satan.

Lesson XIV. Rev. 20:7-15. Satan Loosed, the Last Battle, the Second Death.

Lesson XV. Outline of Revelation 20, and oral review.

Lesson XVI. Written review of Rev. 19: 11-21 and Reve-lation 20.

Note.—If the school must close at the end of the eighth month, do not attempt to crowd the study of Revelation 21 and 22 into the work of the year. Close with the study of Revela-tion 20, and use lessons XVII-XX of the eighth month for review and final examination.

Lesson XVII. Revelation 21. The New Jerusalem. Read-ing.

Lesson XVIII. Rev. 21:1-10. The New Heaven and New Earth.

Lesson XIX. Rev. 21:11-18. Size of City, Wall, Gates, etc.

Lesson XX. Rev. 21: 19-27. The Foundations, Gates and Inhabitants of the City.

No written examination this month; mark from class work and exercise books.

#### Ninth Month

Lesson I. Outline of Revelation 21.

Lesson II. Review of Rev. 19:11-21. Revela-tion 20 and 21.

Lesson III. Revelation 22. The River and Tree of Life, Last Decree, Inhabitants of City, Coming of Christ. Reading. Lesson IV. Rev. 22: 1-9. Memo-rize verses 4, 5. -

Lesson V. Rev. 22:10-21. Memorize verse 11.  
Lesson VI. Outline.

Lesson VII. Written review of Revelation 22.

Lessons VIII-XX. General review of Revelation and final examination. If possible, give a portion of the time for general review to a review of Daniel and Revelation together.

### **SUGGESTIVE DEVELOPMENT OF LESSONS FOR DANIEL 1**

Oral Reading—usually by teacher first, afterward by pupil. Be sure that this reading is with the “spirit,” which “giveth life,” and not with the “letter,” which “killeth.” Pronounce and define:

1. Nebuchadnezzar. 7. Daniel. 13. Meshach.

2. Babylon. 8. Hananiah. 14. Abed-nego.

3. Jerusalem. 9. Michael. 15. defile (v. 8).

4. eunuch. 10. Azariah. 16. pulse.

5. blemish. 11. Belshazzar. 17. magicians.

6. tongue (v. 4). 12. Shadrach. 18. astrologers.

Questions on text:

1. What event is introduced in verse 11

2. When did this event take place?

3. Who was the king of Judah? Of Babylon?

4. Locate Judah and Babylon on the map.

5. How could Nebuchadnezzar, a heathen king, carry away captive the people of God? Verse 2.

6. Why did God allow His people to be taken captive? 2 Kings 20:12-17.

7. What is Nebuchadnezzar called in Jer. 25:9? How could a heathen king be God's servant? Ps. 76: 10 ; John 19:11; 2 Cor. 13:8; Dan. 4:17.

8. Locate the land of Shinar. Where is this country first spoken of in the Bible?

9. Where is the captivity foretold? Read Jeremiah 25.

10. How long was the prophecy given before the captivity took place?

11. What was brought to Babylon at the time of the captivity of the people? Verse 2.

12. What was done with these vessels?

13. What command did the king give to Ashpenaz? Verse 3.

14. What were to be the qualifications of those selected? Verse 4.

15. Where had these youth acquired this wisdom, knowledge, and science?

16. What kind of youth do you think would have “ability to stand in the king's palace”—one who was rough in speech, unrefined in habits, careless in dress and deportment, or one who was careful and refined in words and deportment?

17. Of all the boys who had been taken captive, how many did Ashpenaz find who reached the king's standard?

18. How long were these boys to be in the king's school?

19. What new names were given them?

20. What did their Jewish names mean? Their Babylonish names?

21. Why did Daniel refuse to eat of the king's meat? Verse 8.

22. What kind of food defiles the body?

23. Is the matter of defiling the body one of any great importance? 1 Cor. 3: 17.

24. What request did Daniel make of Ashpenaz? Verse 8.

25. Did Ashpenaz grant Daniel's request? For what two reasons? Verse 10.

26. Do you think it was an easy matter for Daniel to adhere so closely to principle when others of his companions were not so particular? Is it easy for you always to be true to your sense of duty, even when others do not think it necessary? Daniel's strict adherence to principle, even in little things, was the secret of his power with God. He did not hesitate openly to acknowledge God among the other boys in school.

27. How did Daniel secure the favor of Ashpenaz? Verse 9.

28. When Ashpenaz refused to grant Daniel's request, did Daniel give up? To whom did he next appeal? Verse 11.

29. What was Daniel's request to Melzar? Verses 12, 13.

30. What was the result of this request? Verse 14.

31. At the end of the ten day's trial, how did Daniel compare in looks with those who had eaten of the king's meat? Verse 15. The Lord rewards loyalty to principle in boys as well as in older ones.

32. What was the fruit of this loyalty to God?

33. At the end of the three years' course of study, what event occurred?

34. What was the result of this final examination?

35. Who had given these boys wisdom all through their course of study? A Christian education will make any boy ten times more efficient in this life than a worldly education.

36. How long did Daniel continue?

37. When was the first year of King Cyrus?

Daniel did not rebel against his captivity nor against his Babylonian schools or teachers; yet he was not influenced by them to depart from principle. He made even his captivity an opportunity to teach the people about God. God will use the youth of today to let the light of truth shine to kings. They may be taken captive, and God has given us Daniel's life for their learning and encouragement. He has established church schools that they may be prepared for the work He has given them to do. He wants them to become wise, true, noble, refined in all their ways, so that of them it may at last be said that they have "ability to stand in the King's palace."

Lesson V. Outline of Chapter I—the Captivity and Education of, Daniel.

I—The Captivity.

1. When?
2. By whom?
3. Of what and whom?

II—Nebuchadnezzar's Jewish Class.

1. Who was chosen?
2. How many chosen?
3. Mental qualifications.
4. Physical qualifications.
5. Why chosen.
6. The king's plan.

III—Special Members of the King's Class.

1. Hebrew names.
2. Babylonian names.

IV—Daniel's Purpose.

1. Daniel's request of Ashpenaz.
2. Daniel's request of Melzar.
3. The trial and its results.

V—The Three Years' Course.

1. The teacher.
2. Extent of knowledge.
3. Final examination.
4. Result of examination.

Lesson VI. Written review. (See paragraph numbered "Fifth," page 208; lesson VI, first month.)

SUGGESTIONS FOR REVIEWS

1. Precede each advance recitation with a review of the previous day's lesson, or with the whole subject under consideration.

2. At the end of each chapter review memory verses, spelling, and outline. Select practical lessons.

3. At the end of each month, or for general reviews at the close of the book study:

a. Give out a list of quotations headed with the words, "Who said, to whom, and when and why," and require the pupil to give reference where the quotation is found.

b. Review the memory verses by giving the first few words of the verse and requiring the pupil to complete the quotation and give reference.

c. Give a mixed list of events related in the book, or set of chapters being reviewed, and require the pupil to tell in what chapter the event is related.

d. Give the date of an event, and require the pupil to tell the event, and the chapter where the event is recorded.

e. Give the symbol and require the pupil to tell of what it is a symbol, and where the symbol is used in the book.

THE SEVEN CHURCHES

Name of church

Meaning of church

Time covered

Description of Christ

Good deeds

Sins

Miscellaneous

Punishment

Reward

## THE SEVEN SEALS

The seal

Scene

Meaning of Scene

Time Covered

References for Study: Bible; "Thoughts on Daniel and the Revelation" (Smith); "Story of Daniel the Prophet" (Haskell); "Bible Dictionary."

### Year Eight

#### The Acts of the Apostles

Map VIII. The last map required in the study of Bible history is a map to illustrate the Acts of the Apostles. This map is usually designated as "Map Illustrating the Travels of St. Paul," a copy of which may be found in any Bible that contains maps. Copy the outline of this map and place upon it only the names that are absolutely necessary.

The different journeys of Paul should be traced in different colors. The teacher should give in oral instruction information concerning the different countries and cities visited by Paul and other apostles. A careful study of some work on the life of Paul such as that written by Conybeare and Howson will enable the teacher to do this readily, and will add much to the interest of the study.

If the teacher can obtain a copy of "Sketches from the Life of Paul," by Mrs. E. G. White, he will find it an invaluable aid in his study and teaching of this very important part of Bible history.

#### Years One to Eight Points of Faith

Doctrines are interwoven with all Biblical subjects, and can not intelligently be studied apart from their natural connection. In every year's work outlined in this MANUAL, the great, essential doctrines of salvation form a part of the subject-matter. In the first three years, these are contained in biography; in the fourth, fifth, and sixth, in history; in the seventh and eighth, in prophecy and history; in the ninth, in biography and history; and in the tenth year a systematic topical study of the Bible covering the leading points of faith and doctrine.

How to teach the doctrinal subjects in this way may be illustrated by the life of Abraham. Here the plan of salvation, the new earth, and the tithing system, are introduced, and here they should be taught. As a doctrine is found in the study, the teacher should emphasize it, and, if necessary, supplement the subject-matter of the lesson with such additional texts and information as will give a clear understanding of the subject. In this way, the points of faith will be taught in a natural way,

and the pupil will have a more intelligent knowledge of doctrines than he can possibly gain by a study of isolated texts the context of which he is ignorant.

The teacher should have in mind a definite outline of subjects, that he may pursue his work systematically, and know that he has taught all the essential points of faith.

#### Suggestive List of Subjects

Creation	Spirit of Prophecy
Man's Home	First Angel's Message
Man's Nature	Second Angel's Message
Resurrection	Third Angel's Message
Tithing	United States in Prophecy
Law of God	The Judgment
Sabbath	The Plagues
Baptism	Second Coming of Christ
The Sanctuary	Millennium
The 2300 Days	New earth

The following method has been successfully used by some :

Place on the blackboard daily at least three questions on some selected doctrinal topic, giving the Bible texts. Require each pupil to copy neatly in a notebook provided for this purpose the question and texts for the following morning, and to memorize one or two of these texts. The recitation may be oral or written. Some have used such an exercise to advantage instead of the opening exercise of the school. It is surprising what can be accomplished in this way during a single year.

Reference books: "Bible Footlights;" "Bible Readings for the Home Circle;" "Bible Concordance."

#### Year Nine

Life of Christ as given in Prof. M. E. Kern's "New Testament History," Book I, and in "Desire of Ages."

#### Year Ten

##### Bible Doctrines

This last year's work in Bible in the intermediate course is designed to prepare students for various lines of evangelistic work. No outline of study has been prepared, but the cardinal points of faith and doctrine should be thoroughly studied. In connection with this study, the students should be taught how to do, and should have practical experi-

ence in missionary work in the school, the church, and the neighbor-hood.

Reference Books: Our standard denominational literature. For further suggestions on work above ninth year see out-lines in any intermediate school or college catalogue.

## **CHAPTER IX**

### **HISTORY**

#### **Sacred History**

“Sacred history was one of the studies in the schools of the prophets. In the record of His dealings with the nations were traced the footsteps of Jehovah. So to-day we are to consider the dealings of God with the nations of the earth. We are to see in history the fulfillment of prophecy, to study the workings of Providence in the great reformatory move-ments, and to understand the progress of events in the marshalling of the nations for the final conflict of the great con-troversy.”—Testimonies, vol. 8, p. 307.

“We need to study the working out of God’s purpose in the history of nations, and in the revelation of things to come, that we may estimate at their true value things seen and things unseen; that we may learn what is the true aim of life; that, viewing the things of time in the light of eternity, we may put them to their truest and noblest use. Thus, learning here the principles of His kingdom, and becoming its subjects and citizens, we may be prepared at His coming to enter with Him into its possession.”—Education, p. 184.

“As too often taught, history is little more than a record of the rise and fall of kings, the intrigues of courts, the victories and defeats of armies—a story of ambition and greed, of deception, cruelty, and bloodshed. Thus taught, its results can not but be detrimental. The heart-sickening reiteration of crimes and atrocities, the enormities, the cruel-ties portrayed, plant seeds that in many lives bring forth fruit in a harvest of evil.

“Far better is it to learn, in the light of God’s Word, the causes that govern the rise and fall of kingdoms. Let the youth study these records, and see how the true pros-perity of nations has been bound up with an acceptance of the divine principles. Let him study the history of the great reformatory movements, and see how often these principles, though despised and hated, their advocates

brought to the dungeon and the scaffold, have through these very sacrifices triumphed.

“Such study will give broad, comprehensive views of life. It will help the youth to understand something of its rela-tions and dependencies, how wonderfully we are bound to-gether in the great brotherhood of society and nations, and to how great an extent the oppression or degradation of one ‘ member means loss to all. “—Education, p. 238.

These quotations need no comment. They give in clear language the true meaning of history, and how it must be studied and taught if its pursual is of any real or permanent value. The detrimental results of wrong methods of teach-ing are also pointed out.

When history is studied in the light of the Word of God, when every event is regarded as the providence of God—His grand purposes with men and nations, the working out of the great conflict between good and evil—it becomes a subject the study of which will not end with time.

In the school of the hereafter “will be open to the student history of infinite scope and of wealth inexpressible. . . . Then will be opened before him the course of the great con-flict that had its birth before time began, and that ends only when time shall cease. The history of the inception of sin; of fatal falsehood in its crooked working; of truth that, swerv-ing not from its own straight lines, has met and conquered error,—all will be made manifest. The veil that interposes between the visible and the invisible world will be thrown aside, and wonderful things will be revealed.” Education, p. 304.

The purpose of all study should be the strengthening and upbuilding of character, and we are told that “of no study is this true to a greater extent than of history when properly conducted.”

In entering upon this study, the pupil should first view it as a whole. This is God’s plan. Over and over again in the pages of Holy Writ is the world’s history given briefly, yet comprehensively. The mind is carried down the stream of time, and to it is presented the chief events of the passing centuries. These events may not in every case be the same as man has chosen in his efforts at such a presentation, but we are safe in concluding that the events which God recog-nizes as of chief im-port are really so.

#### **General History—The World -**

The following is a list of topics covering the history of the world, together with a few references which, it is hoped, will aid the teacher in develop-ing the lessons for the pupils:—

1. Introductory—scope and true meaning of history.

References: Acts 17: 26, 27; Dan. 2: 21; 4:17; Rom. 13: 1; “Education,” pages 173-184; “Empires of the Bible,” preface ; “ D’Aubigne’s History of the Reformation,” preface.

2. Antediluvian History—make chart of patriarchs, Genesis 5.

3. Origin of Nations.

References: Gen. 9:19; 10: 32; 11.:1-9; “Empires of the Bible,” chapter I.

4. Peopling of the Earth—the relations of nations to-day. References: Gen. 9:27; 10:2, 6, 22; “Empires of the Bible,” chapters II, III, IV.

Maps: Descendants of Shem; descendants of Ham; de-scendants of Japheth.

5. The Beginning of Kingdoms.

References: Gen. 10:8-11; “Empires of the Bible,” chapter VI.

6. Egypt—extent of power; religion; God’s dealings with, God’s purpose worked out through Joseph and Moses.

References: Rom. 1: 20-23; Gen. 41:16, 25, 28, 32, 38-40, 46; Ex. 5: 1, 2; “Empires of the Bible,” chapter VII, pars. 17, 63, 65, 67; chapter VIII, pars. 4-6.

Map: Extent of empire.

7. Israel—location; God’s purpose.

References: “Empires of the Bible,” chapters VIII-XVII. Map: Location and extent of kingdom.

8. Assyria—extent; revolts of 625 and 612 B. C.; causes and results of fall.

9. Babylon (625-538 B. e.)—under Egypt; under Assyria; universal; city of Babylon; Nebuchadnezzar; Hezekiah; Israel and the seventy years’ captivity; Daniel; Bel-shazzar; the fall.

References: 2 Kings 20:12-17; 24:7; Jeremiah 46; Dan. 1:1; 2:31-45; 5; 7:4; Jer. 50:51; Isa. 21:4, 5, 9; 45:1-4; 47:11-14; “Empires of Prophecy,” chapters I, II.

Map: Extent of empire.

10. Media and Persia (538-331 B.C.)—rise; prophetic symbols; progress and extent; Darius the Mede; Cyrus; Daniel; Carnbyses; Smerdis; Darius Hystaspes; first and second invasions of Greece; Marathon; Xerxes; Esther and Mordecai; third invasion of Greece; Ther-mopylae, Platvea;

Artaxerxes; decrees in Ezra; Jeru-salem rebuilt; Darius Codomanus; fall of Medo-Persia.

Maps: Extent of empire; third invasion of Greece.

References: Dan. 2:39; chapters 5 and 6; 7:5; 8:3-17, 20; 9:24-27; 10:20; 11: 1, 2; Isa. 45:1-12; Ezra 1: 1-9; 2:16, 17; 4:13, 14; 8:17; 10:2, 3; Neh. 1:11; 2:1-8; 4:7, 8, 17; 6:15; “Empires of Prophecy,” chapters 11I-XII.

11. Grecia (331-168 B. C.)—rise; prophetic symbols; Philip; Demosthenes; Alexander; Granicns; Ipsus; Arbela; Al-exander’s march; “the great horn broken;” division of Alexander’s kingdom; Ipsus; “king of the north;” \_ . “king of the south;” Gaza; Pydun; fall of Greece.

Maps: Alexander’s career; four divisions of Alexander’s empire; king of the north and king of the south; full extent of empire.

References: Dan. 2:39; 7:6; 8:5-8, 21, 22; 11:3-13; “Empires of Prophecy,” chapters XtII-XVIII.

12. Rome (168 B.C. to 476 A. n)—founding and early his-tory; “children of robbers;” the kingdom; the republic; consuls; dictators; decemvirs; triumvirate; conquest of Italy; Punic and Macedonian wars; why the republic failed—oppression of poor, centering of wealth, idle-ness, luxury, crime; Julius Caesar; Actium; Rome’s policy; universal empire; Octavius, or Augustus Caesar; birth of Jesus; Herod; Nero; persecutions; Constantine; the Goths under Alarie; the Vandals under Genserie; the Buns under Attila; “the third part” of the sun, moon, and stars smitten; Theodoric, the Ostrogoth; Odoacer made king; fall of the empire.

References : Dan. 2:33, 40; 7: 7, 19, 23 ; 8:25 ; 11:14-30 ; Rev. 2:1-17; 12:1-13; Luke 2:1; “Empires of Prop-ecy,” chapters XIX-XXXVII; “Great Nations of To-day,” chapters III-VI.

Maps: Extent of empire; inroads of Alaric, Censer-ic, Attila, and Odoacer.

13. Rome divided (356-483 A. a)

The Divisions: Alemanni, Franks, Suevi, Vandals, Bur-gundians, Visigoths, Angles and Sax-ons, Ostrogoths, Lombards, Heruli. The ten kingdoms in the Middle Ages (476-1453). Empire of Charlemagne; the Hun-dred Years’ War; War of the Roses; the Saracens and

Mohammedans; Ottoman Empire; fifth and sixth trum-pets; fall of Constantinople.

References: Dan. 2: 33, 41-43; 7:7, 20, 24; Revelation 9; “Empires of Prophecy,” chapters

XXXVIII-XLV; "Thoughts on Daniel and the Revelation."

Maps: The ten kingdoms.

#### 14. The Papacy (538-1798).

Its Formation: "The man of sin;" "Antipas, my faithful martyr;" the Dark Ages; Constantine; sun worship; union of church and state; Sunday legislation; councils of Nice, Constantinople, Ephesus, and Chalcedon; Herulian, Vandal, and Ostrogothic kingdoms destroyed; image worship, spirit of Papacy; crusades; papal supremacy; papal empire; indulgences; inquisition; "that woman Jezebel;" council of Constance; dominion taken away.

References: Dan. 7:8, 20-22, 24-26; 8:9-12, 23-25; 11: 31-33; 12: 5-12; Rev. 2: 3; 6: 1-10; 11:3-6; 12:6, 13, 14; 13:1-10; 17; 18; 2 Thess. 2:3-10; "Ecclesiastical Empire," chapters VIII-XXI; chapters II, III; "Thoughts on Daniel and the Revelation."

Map: Locating all places mentioned.

#### 15. The Reformation (1517-).

The Waldenses; the youth trained for trial; Wycliffe; translation of Bible; Huss and Jerome; Luther; indulgences; Melancthon; Diet of Worms; %mingle; Diet of Spires; Reformation in France, Netherlands, and Scandinavia; Tyndale.

References: Dan. 11:34, 35; Matt. 24:22; Rev. 6:9-11; 11:7-13; 12:15, 16; "Ecclesiastical Empire," chapters XXII-XXIV; "Thoughts on Daniel and the Revelation;" "Great Controversy," chapters IV-XIV.

Map: Locating places studied.

#### 16. Modern Nations (1453-).

Discovery of America; U. S. in Prophecy; the Rebellion in U. S.; Civil War in U. S.; the "Reign of Terror;" dominion of Charles V; Napoleon's empire and Waterloo; inventions and increase of knowledge; distribution of God's Word; modern missionary efforts; the Eastern Question; Revolution of 1848; Crimean War; Russo-Turkish War; the great powers; current events.

References: Dan. 11:36-45; 12:4; Rev. 6:12; 7:1-3; 9: 15; 11: 7-13, 18; 13:11-17; 16:12-16; Ezekiel 38 and 39, R. V.; Nahum 2:3-5; Joel 3; Job 38:35; "Great Controversy," chapters XV, XVI; "Great Nations of To-day," chapters VII-X; "Thoughts on Daniel and the Revelation."

Map: Locating places mentioned.

17. A Revival of the Reformation (beginning about 1833). The "image of the beast;" first, second, and third angels' messages; religious liberty in U.

S.; separation of church and state; labors of William Miller, Joseph Bates, Joseph Wolff, James White, J. II. Waggoner, U. Smith, and others.

References: Rev. 3:7-22; 6:12, 13; 10; 11:1, 2; 12:17; 14:6-12; Matt. 24:14, 29-35; Hab. 2:1-4; "Ecclesiastical Empire," chapters XXV-XXVII; "Great Nations of To-day," chapters XI-XXLII; "Great Controversy," chapters XVII-XXXVIII.

Map: Showing extent of last message.

18. The World's Future—Time of trouble; desolation of earth.

References: Dan. 2:35, 45; 7:9-11, 26, 27; 12:1; Rev. 6:14-17; 7:1-3; 11:18,19; 14:13-20; 16; 18; 19:11-21; 20; "Great Controversy," chapters XXX-XLI.

19. The Controversy Ended—God's people delivered.

References: Dan. 12:1-3; Rev. 7:4-17; 8:1; 19:1-10; "Great Controversy," chapter XLII.

In the teaching of the text, a careful reading of the lesson should be a part of each recitation. The most important points and dates in the lesson should be brought out by questions. The practical questions at the close of each chapter should not be used in the recitation of the subject-matter of the text. These questions are intended to lead the pupil to think independently, and to search for a more complete knowledge of the subject than he can get alone from the text. They will make interesting reviews. Every place of interest should be located on maps, the difficult words spelled and defined, or used correctly in original sentences.

20. The New World—The everlasting kingdom; Christ, the King; the saints, the inhabitants; the New Jerusalem, the capital.

References: Dan. 7:13, 14, 18; 2:34, 44; Rev. 5:13, 14; 11:15-17; 14:1-5; 21; 22.

The above outline is intended to provide lessons for a school year of thirty-six weeks, an average of one week each to be given to divisions 1-11 and 17-20, and two weeks each to divisions 12-16. This leaves eleven weeks during the year for reviews. Four of the eleven weeks should be given at the end of the year for general review.

Most of the maps referred to may be found in A. T. Jones' series of histories. The teacher should supply the class with hectograph outlines of these maps, and require the pupil to fill in the necessary information.

It is not expected that the pupil will read all the references given; he should give careful study

to the Bible references, and to such selections from the other references as the teacher may deem profitable. The teacher should be thoroughly familiar with all the references given.

### **Special History—The United States**

The teaching of the history of the United States, as well as that of the world, should be from the view-point of the great conflict of the ages. This thought should be made prominent, so that, when the pupil reaches the study of current events, he will realize that he is in the midst of this mighty conflict—yes, even a part of it. The study of the United States history is but the study of the controversy as fought out in the United States; and the teaching of it is the leading of the pupil to see in the events which have taken place, and in those which are taking place, evidence of the conflict between unseen forces.

It is hoped that a text on this subject will soon be prepared, which can be recommended for use in our schools.

## **CHAPTER X**

### **NATURE STUDY**

“The works of the Lord are great, sought out of all them that have pleasure therein. . . . He hath made His wonderful works to be remembered.” Ps. 111:2-4.

“While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance.”—Special Testimonies on Education, p. 58.

During the first three years, nature is studied in connection with the Bible, and its outline is given in the Bible department. In the fourth, fifth, and sixth years, the teacher uses “Bible Nature Studies” as a text-book, and the pupil uses the “Nature Study Notebooks” (Nos. 1-3) for recording observations and the results of experiments performed. Text-books for the use of the pupils are being prepared for the grades—one for each grade. It is expected that the first book (for the fourth grade) will be ready for use this year, as the manuscript is already in the hands of the printers. The lessons in nature should be developed according to the following outlines which will be found in the front of the notebooks.

#### **OUTLINES**

##### **Fourth Grade**

The following lessons have been selected from “Bible Nature Studies,” and are to be presented orally by the teacher to pupils in the fourth grade, the pupil using “Nature Notebook” No. I.

#### **INTRODUCTORY LESSONS: I-V**

##### **CHAPTERS**

- I. In the Beginning, Lessons 1-5.
- II. Light and Heat, Lessons 1, 3, 9, 13, 14.
- III. Air and Sound, Lessons 1, 6, 10, 7, 8, 11, 12, 13.
- IV. Water, Lessons 1, 5-8, 13, 10, 11, 2. Introduce oral lessons in geography.
- V. The dry land, Lessons 1-7, 10. Continue oral lessons in geography.
- VI. Plants, Lessons 1, 5, 9, 11, 13, 16, 15, 18, 19, 20, 21, 28, 24, 27, 31, 32, 33, 39, 40, 46.
- VII. Sun, Moon, and Stars, Lessons 1, 2, 5, 7.
- VIII. Water Animals, Lessons 1, 2, 15, 14, 16.
- IX. Air Animals, Lessons 1, 3, 5, 6-12, 16.
- X. Land Animals, Lessons 1-12, 14, 15, 16, 19-21.
- XI. Man, Lessons 1, 2, 4, 5, 7, 8, 10-14, 16, 19, 20, 23-26, 29, 30, 35, 37-40.
- XII. The Sabbath, Lessons 1, 2.
- XIII. The Fall of Man, Lessons 1-7.
- XIV. The Flood, Lessons 1-7.
- XV. The Earth’s Final Destruction, Lessons 1-4.
- XVI. The New Earth, Lessons 1-5.

##### **Fifth Grade**

The following lessons have been selected from “Bible Nature Studies,” and are to be presented orally by the teacher to pupils in the fifth grade, the pupil using “Nature Notebook” No. II.

#### **INTRODUCTORY LESSONS: I-V.**

##### **CHAPTERS**

- I. In the Beginning, Lessons 1-5.
- II. Light and Heat, Lessons 1, 2, 4-6, 9, 12.
- III. Air and Sound, Lessons 1, 4, 5, 14.
- IV. Water, Lessons 1-4, 12. Introduce oral lessons in geography.

V. The Dry Land, Lessons 1, 7-9, 18. Continue oral lessons in geography.

VI. Plants, Lessons 1, 8, 10, 12-14, 17, 19, 22, 24, 29, 35, 38, 43, 44.

VII. Light and Heat Givers, Lessons 1, 3, 5, 6, 9.

VIII. Water Animals, Lessons 1, 12-16.

IX. Air Animals, Lessons 1-9.

X. Land Animals, Lessons 1, 2, 6, 7, 8, 10-13, 15-19, 21-23.

XI. Man, Lessons 1-3, 6, 7-10, 15, 17, 18, 20-26, 31-33, 37..

XII. The Sabbath, Lessons 1, 2.

XIII. The Fall of Man, Lessons 1-7.

XIV. The Flood, Lessons 1-13.

XV. The Earth's Final Destruction, Lessons 1-4.

XVI. The New Earth, Lessons 1-5.

### **Sixth Grade**

The following lessons have been selected from "Bible Nature Studies," and are to be presented orally by the teacher to pupils in the sixth grade, the pupil using "Nature Notebook" No. 3.

### **INTRODUCTORY LESSONS: I-V. CHAPTERS**

I. In the Beginning, Lessons 1-5.

II. Light and Heat, Lessons 1, 2, 7, 8, 10, 11, 15.

III. Air and Sound, Lessons 1, 4, 3, 7, 9, 12, 15, 16, 17.

IV. Water, Lessons 1, 9, 14.

V. Dry Land, Lessons 1, 14, 15, 16, 11, 17, 12, 13, 19.

Elementary text in geography may be introduced here.

VI. Plants, Lessons 1, 3, 4, 7, 10, 13, 17, 19, 20, 21, 24-27, 23, 32-37, 42-46.

VII. Light and Heat Givers, Lessons 1-4, 7-9.

VIII. Water Animals, Lessons 1-11.

IX. Air Animals, Lessons 1, 10, 9, 11, 13-18.

X. Land Animals, Lessons 1, 11, 16, 18, 20, 22-24, 2, 25.

XI. Man, Lessons 1, 3, 5, 6, 7, 9, 10, 12, 14, 15, 16, 17, 20, 22, 23, 26-28, 34, 37, 40, 41.

XII. The Sabbath, Lessons 1, 2.

XIII. The Fall of Man, Lessons 1-7.

XIV. The Flood, Lessons 1-13.

XV. The Earth's Final Destruction, Lessons 1-4. XVI. The New Earth, Lesson 5.

Those pupils who are beyond the sixth grade, and yet have not had the nature study work, are formed into one class, and use "Bible Nature Studies" as a text-book, and the complete "Nature Notebook" for recording their notes on the lessons. If the school is large and the classes many, grades 4-6 may be united, forming a single class, thus having but two Nature classes in the school—one composed of pupils in grades 4-6, and the other composed of pupils in grades 7 and 8.

**SUGGESTIONS:** Each year's outline has been prepared for a year of nine months. It is designed that the students learn on an average one lesson each day. This allows six weeks for reviews and examinations in the fourth and fifth years. In the sixth year much of the work is review, so that more than one lesson in the book can be taken each day.

In the fifth and sixth years, especially the sixth, the teacher should supplement the lessons by having the pupil study from reference books and elementary text-books in physiology, physics, botany, zoology, astronomy, and chemistry those topics that are merely suggested in "Bible Nature Studies." To illustrate: "Gravitation" is the title of lesson 2, chapter but in paragraph 12 the lever and pulley are mentioned as simple machines used to overcome the force of gravity. The different classes of levers and pulleys and their uses, involving mathematical calculations, may be studied with interest and profit by the pupil. In chapter 9, lesson 6, entitled "The Scratchers," after describing the general characteristics of this family and naming some of its well-known members, some of the wild and less-known members are given,—the quail, prairie chicken, partridge, grouse, and sage-hen. Here the teacher may require the pupil to use the dictionary, encyclopedia, or other reference books in the study of these scratchers. But though books are essential, let the nature study be far more a study of nature itself.

Spelling should form a part of every lesson.

In the use of the "Nature Study Notebook," the pupil should follow the instruction given in the preface of the notebook.

The Word of God is the basis of all science. This fact is recognized and emphasized in "Bible Nature Studies." Here physiology, geography, and arithmetic, as well as the subjects usually pursued in the study of nature, all find their proper basis in the lessons on Bible and nature. The following suggestions for a further development of these subjects may be helpful to teachers.

**Physiology:** Physiology is the study of man in his relation to his environment,—light, heat, air, water, soil, and plants. Light suggests the eye; air, the nostrils and lungs; plants (man's food), the digestive organs. How natural, then, that in the study of these forces and substances they be considered in their relation to the human body.

Health is the result of man's sustaining the right relation to all his environment; disease comes as a result of his being out of harmony with his surroundings. Hygiene, then, properly studied and taught, will point out proper relations and show how they may be maintained.

**Geography:** The pupil learns his first lessons in geography in his study of the work done on the third of creation week—the separation of the water from the dry land. In "Bible Nature Studies" the first lessons in geography are given in chapters 4 and 5. These chapters should be supplemented in the fifth and sixth years by map drawing and such geographical information as is equivalent to what is generally given in an elementary text-book on geography. An elementary text-book on geography may be introduced in these years, if the teacher prefers; but the nature books now being developed will embrace all the matter usually found in an elementary text-book and will be found to develop the subject of geography in a more natural way. From a large map of the world the pupil should study the distribution of plant and animal life and of the races of men. He should also be taught to draw such a map, and indicate on it the distribution of plants, animals, and the races as taught in the lessons.

**Arithmetic:** Nature is mathematically constructed. The weight, density, and volume of all substances, also the velocities of forces and moving bodies, are expressed in mathematical terms. Arithmetic is the simplest expression of these mathematical ideas, and should be correlated with the lessons in nature, first by computing the number of parts in the whole, as the number of colors in a ray of light; of elements in a compound, such as water, air, and salt; of petals in a flower; seeds in a pod; pods on a plant; number of new plants produced from the seed of one, etc. The principles of addition, subtraction, multiplication, and division may be readily taught from simple, practical problems

drawn from nature. The principles of more advanced arithmetic may be used in computing specific gravity, dimensions of objects, movements of bodies, operations of simple machines, as levers, pulleys, etc. The teacher should select or originate only such problems as are within the comprehension of the pupil, and which emphasize the principles developed in the study of the lessons.

**Reference Books:** As an aid to teachers in learning to combine the natural and the spiritual in the daily recitation, "Science in the Bible" by Pacific Press Publishing Company, and a "Cyclopedia of Nature Teachings" by Thomas Whettaker, 2 and 3 Bible House, New York, are recommended for study. "Child's Book of Nature," by Hooker, is recommended for supplementary use by the pupils in years four, five, and six.

## **CHAPTER XI**

### **GEOGRAPHY**

#### **Year Seven**

"The field is the world."

"The whole natural world is designed to be an interpreter of the things of God."—Special Testimonies on Education."

"Surely through His universal temple, everything speaks of His glory," Ps. 29:9, last part, Spurrell's translation, margin.

Geography, then, properly studied and taught, is such a description of this earth as will interpret the things of God, and speak of His glory.

Through the Spirit of Prophecy we have been told that "the Lord has been greatly dishonored in our institutions of learning, where His Word has been made only a book among books. The very Bible that contains infallible wisdom has scarcely been opened as a study book."

"The instruction given in our schools should differ materially from the instruction given in any other school in the land. The truth of God is to give shape to each distinct branch of education. The work of every teacher should be to fasten the minds of the students upon the grand truths of the Word of inspiration.

"The work of Christ was not to startle the world with a new revelation, but to give again to man the truth in its original freshness and beauty. With His divine hand He took the truth, which, from its connection with error, had been serving the

cause of the enemy of God and man, and placed it where it would glorify God and be the salvation of humanity. Truths which had been disconnected from their true position and appropriated by the enemy, truths which had been mis-interpreted, truths which had been placed in a framework of error, truths which had been obscured or had been lost sight of, He restored and separated from their companionship of error. Showing them as precious jewels in their own original luster, He reset them in their proper framework, the framework of truth, and commanded them to stand fast forever. What a work was this!"

Well may we echo, "What a work was this!" Yet it is the very work which the Great Teacher appoints to His under teachers. Can we take up this great work? or are the cities walled up to heaven, and the land full of giants? If we are willing to be simple, to become as little children, the Lord will teach us day by day. It is His work. He has given it to us to do, and He will not leave us alone. We are to be "laborers together with God." Then, as we endeavor to guide and mold the minds of the youth, let us in faith and hope and courage accept the wonderful privilege of rescuing truths "from their companionship of error" and resetting them in the framework of truth, remembering that such a work will "stand fast forever."

During at least the first six years of a child's school life, geography, instead of being a distinct and separate line of study, should correlate with the chief subjects; Bible, nature study, and manual training. The pupil thus learns geographical facts as he needs to know and use them. And this law of association is the law of nature. It is the natural law of development in the child as in the plant. In this way the mental powers of the child will grow as does the plant; they will unfold naturally and easily as does the flower. In this way the work of the schoolroom is unified and simplified, and unity and simplicity are the basis of all true power and success. If this correlated work is carefully developed, the pupil, during the early part of his school life, will have laid so broad and strong a foundation, that one year of special study ought to be sufficient for a thorough knowledge of the subject.

In the outline given in this MANUAL, the world is studied as a unit. For instance, instead of studying climate, first in an introductory way, and then repeating this study six different times as the various grand divisions are introduced in their order, it is studied carefully once, the whole world being considered. So with surface, drainage, government, religion, industries, products, etc. This not only saves time and effort, but is a more efficient means of comprehending and retaining truth.

In this work, the value of map-drawing can not be too greatly emphasized. As each subject is studied, the information gained should be represented on a map of the world by dots, lines, colorings, or words. Thus both eye and hand are called to the assistance of the mind in its effort to grasp and retain useful knowledge. Outline maps of the world should be made as directed for the map of North America in the geography, page 45, or the teacher may supply outlines from hectograph copies. For size of map, see pages 162, 163; for style, see page 8, second map on page. The pupil should save cardboard form from which to make outline maps for future use.

Besides executing maps on paper; a map of the world developed on the school ground, or in some adjoining field, will be found not only intensely interesting, but it will give life and reality to the work. In such an exercise every member of the school can participate with profit.

Imaginary trips to various countries will also prove of value in impressing truth and putting life and interest into the work.

The outline here given is intended to cover the entire subject in about nine months' work, and should not be introduced before the seventh year. It is divided into four divisions,—mathematical, physical, political, and descriptive-missionary geography. In the development of the first three of these phases of the subject, the pupil is directed to the Bible and the Testimonies for the purpose of studying the earth, not only as it is, but as it was before affected by sin, and as it will be when every trace of sin is removed. This is largely review.

Descriptive-missionary geography should be studied from the view-point of the missionary and the progress of the gospel in the earth. The commission of Jesus to His disciples, "Go ye into all the world, and preach the gospel to every creature," is His commission to the children who live in this generation. In a special sense, they are to be missionaries, for we are told that "when heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers can not do, because their way will be hedged up. Our church schools are ordained of God to prepare the children for this great work."—Testimonies, vol. 6. And in this preparation every lesson should be adapted to the work to which the pupil will be called.

## **LESSON OUTLINES**

### **Introduction**

Lessons 1 and 2.

“The same principles run through the spiritual and the natural world.”

Creation of World: By whom created, Neb. 1:2, 3, 10; how, Ps. 33:6, 9; 148:5; Job 26:13; when, Gen. 1:1 (margin); why, Isa. 45:15; time employed in, Ex. 20:11; what created, Gen. 1:1-31; 2:1-3; Col. 1:16; by whom up-held, Heb. 1:3; Col. 1:17; Job 26:7.

Outline work of creation week.

Reference: “Patriarchs and Prophets,” chapter II.

Mathematical Geography

Lessons 3-10.

Form of Earth: The Hebrew word *chug* is translated three times in the Bible,—“circle” in Isa. 40:22; “circuit” in Job 22:14; “compass” in Prov. 8:27. Spurrell translates it “sphere.” The word “compass” in Ex. 38:4, is another word, *harkob*, and means something-round, but flat. See “Young’s Concordance” on words “circle,” “circuit,” “compass.” Give geographical proofs.

Size of Earth: Isa. 40:12-17; Gen. 2:1; Ps. 33:6; 8:4. Actual size; circumference; diameter.

Motions of Earth: Day and night (Gen. 1:5), seasons, zones, axis, long and short days, solstices and equinoxes.

Latitude and Longitude: Meaning, use, and degrees of; equator; circles; poles (Job 26:7); horizon. Note extreme latitude and longitude of continents.

Solar System: Definition of; Creator of, Gen. 2:1; Upholder of, Heb. 1:3; Redeemer of, Luke 19:10; practical lessons (sin causes our fall, and God’s Word in our hearts upholds us), Ps. 119:11; 116; 145:14; Isa. 41:10; 42:1; none to uphold, Isa. 63:5; 59:16.

The planets: Unfallen worlds, Gen. 2:1; Ps. 33:6; “Great Controversy,” page 667; “Patriarchs and Prophets,” chapter I; “Early Writings,” pages 32, 33; position of new earth in universe, Rev. 21:3; 22:1, 3, 23; 7:17; “Desire of Ages,” chapter I; “Great Controversy,” pages 677, 678.

The sun: Used to give light and heat; as center of attraction; for signs (Matt. 24:29); to mark off time (Genesis 1); necessary to animal and vegetable growth; represents Christ and His work, Mal. 4:2; Ps. 84:11; 1 John 1:5; John 1:9. Show how people keep the Sabbath in land of midnight sun. Sun in new earth, Rev. 21:23; 22:5; Isa. 24:23; 30:26; 60:18, 19.

Maps: Of globe, representing zones, latitude and longitude lines. Explain “Mercator’s Projection,” scale of miles, etc.

References in Geography (Morton’s Advanced): “Shape and Size of Earth,” pages 6-10, 15; second paragraph of questions, page 43. “Position, extent, and outline” of continents, pages 45, 107, 117, 138, 151, 159; first paragraph of questions, pages 105, 115, 135, 149, 157.

### Physical Geography

Lessons 11 to end of third month.

Physical geography treats of land, water, and air, and of the visible effects of one upon the other; animal and vegetable life; causes and agencies at work. Jesus wrote lessons on this subject: “In earth and air and sky He wrote the message of His Father’s love.” Jesus studied lessons on this subject: “He studied the lessons which His own hand had written in earth and sea and sky.” Jesus taught lessons on this subject: “The lake, the mountains, the spreading fields, the sunlight flooding the earth, all furnished objects to illustrate His lessons.”

Creation of Earth

“Without form.” In confusion; God’s character, 1 Cor. 14:33, 40.

“Void.” God’s purpose in creation, Rev. 4:1.1; Isa. 45:18; Eph. 3:9-11.

In “darkness.” God’s character is light, 1 John 1:5; Ps. 104:2. In the “evolution” theory of the origin of the earth, Satan strikes directly at the character of God and the foundation of the fourth commandment. From above texts show that this theory is not in harmony with God’s character, that He would no more leave the earth for ages in disorder, without purpose, and enveloped in darkness, than He would have our souls left in the same wretched condition. 2 Cor. 4:6; “Patriarchs and Prophets,” chapter IX.

Divisions of Land According to Form and Size

Continent, island (continental, oceanic, coral, volcanic, atoll, archipelago, etc.), peninsula, cape, isthmus, coast, etc.

Reference: geography, “Continents and Islands,” page 11; “Shore Forms of Land and Sea,” pages 13, 14.

At creation: Genesis 1: “Patriarchs and Prophets,” chapter II.

Changes in, when, how, why; 2 Peter 3:5-7; Gen. 6:5-7. Before the Flood the center of the earth was stilled with water, Gen. 7:11; Job 38:8; “Patri-

archs arid Prophets,” chapter VII. Evidences from, and God’s purpose in, fossils, “Patriarchs and Prophets,” chapters VII, VIII, IX.

Reference: geography, pages 10, 11, “Materials of the Land;” Luke 17:26-30; 2 Thess. 1: 8-10; 2 Peter 3: 10. Since the Flood, the earth has been stored with fire, 2 Peter 3: 7, It. V.; Dent. 32: 22; “Patriarchs and Prophets,” chapter VII.

In the New Earth: Rev. 21:1..

Map of the world: Locate all important land forms. Make lists of all immes in notebook for spelling lessons.

Divisions of Land According to Elevation

Mountains (ranges, peaks, systems, passes, etc.)

At Creation: “Patriarchs and Prophets,” chapters II, VII, VIII; Gen. 7:19; lessons from, Ps. 125:2; Isa. 40:4; 55:12; Rev. 16:20; Matt. 24:16; Gen. 19:17; Rev. 6:14-16. Name the important events recorded in Bible that occurred on a mountain.

Volcanoes (extinct and active; craters) and earthquakes: Causes of, Ps. 144:5, 6; 104:32; geography, page 26. Les-sons from, Rev. 16:18-21 ; Ps. 27: 5.

Plateaus, plains, valleys: Gen. 11:2; 19:25. Notice that Eden and Zion were on high land (Gen. 2:8-14), and that the New Jerusalem will be on high land; hut Sodom was built on the lowest land of the earth. We are exhorted to “plant our feet on higher ground.”

Deserts and oases: At creation “there were no loathsome swamps nor barren deserts. Graceful shrubs and delicate flowers greeted the eye at every turn.” Lessons from, Isa.. 40:3 ; Num. 20:1; Ps. 106: 14.

In new earth: Isa. 35:1, 6; 51:3. The earth was changed to teach the result of sin and the goodness and salvation of God; when sin is destroyed, the beauty of nature will be restored.

Map: Locating all important mountains, volcanoes, pla-teaus, plains, valleys, and deserts of world. Preserve their names in notebook for spelling. Learn some noted things about these land forms.

Reference: geography, p. 12, “Relief of Land.”

Water of the Atmosphere

Dew: Gen. 2:6; Dent. 32:2; Hosea 6:4; 14:5; Judges 6:37-40.

Mists and fog : Acts 13:11; 2 Peter 2:17.

Vapor: James 4:14..

Frost : Ps.- 147: 15-19.

Clouds: Eze. 1:28; Gen. 9:13; Ex. 40:35-38; Nahum 1:3; Luke 9:35; Lev. 16:2; Eze. 1:4; Rev. 1:7; 14:14; Matt. 24:30; Job 37: 16; Dan. 7:13; Matt. 25:31; Ps. 104:3; 68:17; Acts I : 9 ; 1 Thess. 4:17 ; Prov. 16:15 ; Zech. 10:1; Isa. 44: 22; Prov. 25: 14.

Snow : Prov. 25:13; 26:1; Job 9:30; Matt. 28:3; Rev. 1: 14 ; Isa. 1:18.

Hail: Job 38:22, 23; Ex. 9:18; Rev. 16:21; Isa. 32: 18, 19.

Rain: At creation, Gen. 2: 5; first rain, Gen. 7: 11. Lessons from, Isa. 55:10, 11; Ps. 72:6; Zeeh. 10:1; Dent. 32:2; Eze. 24:26; geography, page 18, “Rainfall.”

Rainbow: Gen. 9:8-17; Eze. 1:28; Rev. 4:3; 10:1. “The tears of the penitent are only the raindrops that precede the sunshine of holiness.” God can see only the rainbow of promise after the tears of repentance; for the cloud of sins (Isa. 44:22) which hid His face is gone.

Reference: geography, pages 16, 17, “Air and its Mois-ture.”

Water of the Ocean

Divisions of ocean: geography, pages 12, 13. Lessons from, Isa. 57: 20. Christ speaks peace to the sea and to us, Mark 4:39; John 14:27.

Shore forms of sea: geography, page 13.

Waves, tides, currents: geography, pages 20, 21, 25. Lessons from, Isa. 48:18; Luke 21: 25.

Map of world, locating oceans and all principal shore forms. Preserve in notebooks lists of all names for spelling.

Water of the Land

“The mountains, the rivers, the stones, are full of truth. They are our teachers.”

Rivers: At creation, Gen. 2: 10-14; lessons from, Isa. 48: 18; canyons, Job 28:10; in new earth, Rev. 22:1. How is the river of life like the river of Genesis 2? How do they differ from rivers now?

Brooks: Job 6:15. Why are they like deceitful friends? Springs: Lessons from, Isa. 58:11; John 4:14; Cant. 4:15.

Map of the world: Locating all important rivers. Preserve in notebook lists of all names for spelling. Note in-teresting items about rivers. What Bible events are connected with rivers?

References: geography, "Surface and drainage," pages 19, 20, 46, 47, 51-53, 107, 108, 117-119, 138, 139, 151, 159; second set of questions, pages 95, 105, 115, 135, 149, 157; third set, page 43; "Changes Made by Running Water," page 22.

This outline is only suggestive. In developing the lessons, the teacher must pray and study, that the work done may meet the needs of his pupils. He is to be the channel through which God will send "showers of blessing" to the hearts of all the pupils.

#### Atmosphere

At Creation: "The air, untainted by foul miasma, was clear and healthful."—Patriarchs and Prophets, chapter II.

After marred by sin: "After I came out of vision, every-thing looked changed; a gloom was spread over all that I beheld. O, how dark this world looked to me. . . . I had seen a better world." Early Writings, p. 15; 1 Cor. 13:12. ,

Lessons from: Prayer is the atmosphere of heaven, hence, 1 Thess. 5:17. To Enoch prayer was as the breath of the soul; he lived in the very atmosphere of heaven. Thus he waited before the Lord, seeking a clearer knowledge of His will, that he might perform it."—Patriarchs and Prophets. Enoch's spiritual atmosphere was clear, not being marred by sin; so the physical atmosphere will be clear when the effects of sin are removed. Then the sun will shine seven times as brightly as now, and the light of the moon will be as the light of the sun. Examples of heavenly light in this dark earth, Ex. 34:35; Matt. 28: 3, 4; Acts 9: 3, 4; 12: 7.

Wind: Causes of; circulation of, Eccl. 1: 6; under God's control, Luke 8: 25; spiritual lessons, John 3: 8; Acts 2: 2.

Storms: Cyclones, whirlwinds, tornadoes, etc., geography, pages 17, 18; "Movements of Air," page 25; "Changes Made by Atmosphere;" lessons from, Eph. 2:2; Isa. 66:5.

Climate: "A warm and more uniform climate once existed over the whole earth. Remains of vegetation are now found in Spitzbergen, Greenland, and other countries, of kinds similar to those now growing in warm regions. . . . Fossils of trees and animals found in the far north,—in Greenland, Spitzbergen, Nova Zembla, New Siberia, and elsewhere,—show that a mild climate and great forests extended far beyond the Arctic Circle. . . . Species of Sequoia, much like the redwoods and 'big trees' of California, are found fossil from Italy to Great Britain, and in Siberia and Nova Zembla, as well as in Greenland and British America. In these for-

ests lived many kinds of animals, some gigantic in size and of strange forms. Their bones are found in immense quantities in the 'Bad Lands' near the Rocky Mountains, and in other places."—Warren's New Physical Geography

Climate affected now by latitude, inclination of axis, sun's rays, mountains, wind, sea, ocean currents.

Thunder: Causes of; lessons from, Ex. 9:28 (margin); Job 40:9 ; 37:4, 5 ; Rev. 14:2 ; 19:16 ; 8 : 5 ; Heb. 12:26, 27 ; Matt. 24:29; Ex. 19:16; 20:1; "Early Writings," pages 145, 146.

Lightning: Causes of; lessons from, Dan. 10:6; Rev. 1: 14; 4:5; 11:19; Eze. 1:13, 14; Zech. 4:10; Job 37:3; Matt. 24:27.

In the New Earth: The air is a conductor of sound, light, and heat. A perfect atmosphere will be a perfect conductor. Clear, still, moist air carries the sound the best. The thin air on mountain tops scarcely conveys sound, while in deep caves a slight sound becomes almost deafening. Job 26:10 (margin) ; Isa. 30:26; 60:19; 1 Cor. 2:9. "By His life and death, Christ has achieved even more than recovery from the ruin wrought through sin."—Desire of Ages.

Winds and storms: Isa. 60: 18; Heb. 2: 14.

Climate: Study mountains, sea, axis, ocean currents, and winds of the new earth, and deduce character of climate. Rev. 7: 16; Isa. 49:10 ; Ps. 82:5.

Maps: Rainfall; winds; climate; ocean currents. See geography, pages 18, 21, 22.

References: geography, page 21, "Weather and Climate;" pages 47, 55, 109, 119, 139, 153, 159, "Climate;" page 43, fourth and fifth sets of questions; pages 95, 105, 115, 139, 149, 157, third set of questions.

Note.—As educational reformers, we should neither gain nor impart knowledge simply for its own sake, but we should remember that it is through the "Gate Beautiful" of the natural world that we gain admission into the spiritual temple. We should "look not at the things that are seen, but at the things that are not seen; for the things that are seen are temporal, but the things that are not seen are eternal."

#### Vegetable Life

At Creation: "In this garden [Eden] the Lord placed trees of every variety for usefulness and beauty. There were trees laden with luxuriant fruit, of rich fragrance, beautiful to the eye, and pleasant to the taste, designed of God to be food for the holy pair. There were the lovely vines that grew upright,

laden with their burden of fruit, unlike anything man has ever seen since the fall. The fruit was very large, and of different colors; some nearly black, some purple, red, pink, and light green. This beautiful and luxuriant growth of fruit upon the branches of the vine was called grapes. They did not trail upon the ground, although not supported by trellises, but the weight of the fruit bowed them down. . . . The earth was clothed with beautiful verdure, while myriads of fragrant flowers of every variety and hue sprang up in rich profusion around them. Everything was tastefully and gloriously arranged. In the midst of the garden stood the tree of life, the glory of which surpassed all other trees. Its fruit looked like apples of gold and silver, and was to perpetuate immortality. The leaves contained healing properties.”—Spirit of Prophecy, vol. 1, pp. 25, 26. See also “Patriarchs and Prophets,” chapter II.

After sin entered: Gen. 3: 17-19; “Patriarchs and Prophets,” chapter III; chapter VII, paragraphs 1, 9; chapter TX, paragraphs 5, 6. Study vegetation in hot countries, in temperate climates, in cold regions.

Lessons from: Isa. 5: 7; 17:10; John 15: 1, 4, 5; Joshua 23:12, 13; Judges 2:3; Eze. 2: 6; der. 4:3; Matt. 13:22; Mark 15: 17. Show how the change in vegetation teaches the effect of sin upon character.

In the New Earth: “Early Writings,” page 14; Isa. 55:12, 13.

Map: Indicating vegetation of different countries,—grain belt, lumber belt, cotton section, sugar section, fruit section, etc.

References: geography, “Vegetation,” pages 27-29, 47, 109, 119, 139, 153, 160; sixth set of questions, page 43; fifth set of questions, page 115; fourth set of questions, pages 105, 135, 149, 157.

Animals

### **AT CREATION**

“With every living creature, from the mighty leviathan that playeth among the waters, to the insect mote that floats in the sunbeam, Adam was familiar.”—Patriarchs and Prophets, chapter III.

Food: Gen. 1:30; 6:21.

Nature : Gen. 1: 21, 25, 26.

Size: “Patriarchs and Prophets,” chapter IX, paragraphs 5, 6. “A great number of Mesozoic reptiles have been described, some of them of strange form when contrasted with anything now alive, and some of gigantic size. The *Atlan-tosaurus* was something over a hundred feet long and thirty feet high. —Warren’s New Physical Geography. The

ichthy-osauri had gigantic eyes, which were sometimes nearly a foot in diameter. In the fossil forests in Siberia and Nova Zembla, as well as in other countries, there lived many kinds of animals, some of gigantic size and strange forms.

Outward appearance: “Birds of every variety of color and plumage flitted among the trees and flowers, and about Adam and Eve, while their mel-low-toned music echoed among the trees in sweet accord to the praises of their Creator. . . . The serpent was a beautiful creature, with wings; and, while flying through the air, his appearance was bright, resembling burnished gold. He did not go upon the ground, but went from place to place through the air, and ate fruit like man.” —Spirit of Prophecy, vol. 1, pp. 26, 35.

“The pterodactyls were flying reptiles, with slender jaws and bat-like wings. The larger species had a spread of wings of twenty-five feet, while the smaller were scarcely as large as pigeons’. . . . The *Archaeopteryx* in Europe had a long, jointed tail, with a row of feathers down each side.”—Warren’s New Physical Geography, p. 16.

Intelligence: Gen. 3: 1. “The serpent was then one of the wisest creatures of earth.”—Patriarchs and Prophets. Gen. 1: 26. In the beginning God gave the animals to man as his servants. As the result of sin, God’s original design has been changed, and the man has made servants of his own fellow men “

### **AT THE PRESENT TIME**

Food: Ps. 104: 14, 21.

Nature: Lev. 26:6, 22; 2 Kings 17:25; Ere. 14:15. Outward appearance: Gen. 3:14.

Intelligence: Relate instances showing intelligence of ani-mals. What means are now used to train animals to obedience and service?

### **IN THE NEW EARTH**

Food: Isa. 65: 25; “Early Writings,” p. 15.

Nature: Isa. 35:9; 11:6-9; Eze. 34:25, 28; Hosea 2:18; “Early Writings,” page 14.

Outward appearance: Isa. 14:29:

Intelligence: “The former things are passed away;” all traces of sin are removed.

Map: Showing distribution of animal life.

References: geography, “Animal Life,” pages 29, 30, 49, 111, 119, 142, 153, 160; fifth set of questions, pages 105, 135, 149, 157; sixth set of questions, pages 43, 115.

Political Geography

Lessons to cover one month.

Political geography treats of the human family, its countries and nations, governments and history.

“Man is the crowning work of all that God has made.”

“Though formed of the dust, Adam was the ‘son of God.’ To restore the image of God in man, Christ became the ‘Son of man.’ “

The Human Race

AT CREATION

Physical appearance: Gen. 1:26, 27; 6:4; “Patriarchs and Prophets,” chapter II. “As Adam came forth from the hand of his Creator, he was of noble height, and of beautiful symmetry. He was more than twice as tall as men now living upon the earth, and well proportioned. His features were perfect and beautiful. . . . Eve was not quite as tall as Adam. Her head reached a little above his shoulders. She, too, was noble—perfect in symmetry and very beautiful.”—Spirit of Prophecy, vol. 1, p. 25. Adam’s “complexion was neither white nor sallow, but ruddy, glowing with the rich tint of health.”—Spirit of Prophecy, p. 25; Acts 17:26.

Length of life: God’s only prohibition to Adam was that he should not do that which would shorten his life, Gen. 2: 17; 5.

Mental ability: Gen. 2:19, 20; “Patriarchs and Prophets,” chapter II.

Moral powers: Gen. 1:27. There was but one race, the enlightened. Sin brought barbarism.

Religion : Gen. 2:3. Adam kept the Sabbath and was a worshiper of the living God.

Language: Gen. 11:1. At creation there was but one language, and that was perfect.

Position: Gen 1:26. Adam was king of the earth. Dwellings: “It was the happy labor of Adam and Eve to form beautiful bowers from the branches of the vine, and train them, forming dwellings of nature’s beautiful, living trees and foliage, laden with fragrant fruit.”—Spirit of Prophecy, vol. 1, p. 26. See also “Patriarchs and Prophets,” chapter II.

Clothing: “This sinless pair wore no artificial garments. They were clothed with a covering of light and glory, such as the angels wear. While they lived in obedience to God, this circle of light enshrouded them.”—Spirit of Prophecy, vol. 1, p. 25. See also “Patriarchs and Prophets,” chapter II.

Food: Grains and fruits, Gen. 1: 29.

Education: “Patriarchs and Prophets,” chapters II, III.

Government: “Patriarchs and Prophets,” chapters II, III.

Industries: Agriculture. Gen. 1:28; 2: 5-15; “Patriarchs and Prophets,” chapter II. “A portion of their time was to be occupied in the happy employment of dressing the garden, and a portion in receiving the visits of the angels, listening to their instruction, and in happy meditation. Their labor was not wearisome, but pleasant and invigorating. This beautiful garden was to be their home, their special residence.”—Spirit of Prophecy, vol. 1, p. 25.

Why did not Adam engage in mining, commerce, or fishing?

AFTER THE FALL

Physical appearance : African bushmen are said to be the smallest, as well as the most degraded, people on the earth. For illustration of physical degeneracy of the race, note the work of Christ in healing the sick. See also “Patriarchs and Prophets,” chapters VII, IX. There are now seventy-two races of men. Name the five principal races. From map of the world study location of races, and the peopling of the earth from the descendants of Shem, Japheth, and Ham.

References: “Empires of the Bible,” chapters II, III, IV; geography, “Races and Their Distribution,” pages 31, 32;

“People,” pages 49, 55, 111, 121, 142, 153, 160; fourth set of questions, page 95; seventh set of questions, pages 105, 115, 135, 149, 157.

Map of World: Showing races and peopling of earth. Make list in notebooks and spell names of races.

Length of life: Gen. 5:27. Note the gradual shortening of life from the beginning. First record of son dying before father, Gen. 11:28. Average length of life at present time is thirty-eight years. Only one in 100,000 live to one hundred years. Note increase of disease, etc.

Mental ability: “Patriarchs and Prophets,” chapter VI. As the result of sin, all have, to a greater or less extent, lost control of the mind, and its power has decreased proportionately. According to statistics, insanity is increasing to such an alarming extent that, if the rate of increase should continue the same, and the race were to live another generation, there would not be enough sane people to care for the insane.

Moral powers : Gen. 6:54; Rom. 3:9-19; Titus 1: 16; Matt. 24:37. Christ is the only perfect man

who has lived since the entrance of sin. Heb. 4:15. According to degree of civilization, the human family is divided into barbarous, half-civilized, civilized, and enlightened races. Define each. Whom do you think God would place in these different races? Where do you think He would place you? What makes a person "enlightened"?

References: geography, "Progress of Civilization," pages 33, 34; seventh set of questions, page 43.

Religion: There are now 1,000 religious bodies. Name the principal ones; tell where they predominate, and how many votaries each has. Show by diagram that Sabbath-keepers are a "remnant." Note causes of Babylon in religion.

Map of the world: Showing principal religions. In note-books list names of religions for spelling.

References: geography, "Religion," pages 42, 142; eleventh set of questions, page 43.

Language: Gen. 11: 7, 8. There are now 3,004 languages. Note cause of confusion of languages.

Dwellings: "Patriarchs and Prophets," chapter VII.

Clothing: Gen. 3:7, 21; "Patriarchs and Prophets," chapter III; dress of Babylon, Rev. 17: 4; earrings a part of idolatry, Gen. 35: 3, 4; jewels, Hosea 2: 8, 13; Isa. 3:19-23; John 19: 23; Tech. 3 : 3, 4; Isa. 64:6 ; 1 Peter 3:3, 4; Isa. 61:10; Rev. 3:18.

Food: Gen. 3:18; 9:3, 4.

Education: Tree of knowledge of good and evil.

Government: Note the principal governments of the world since the fall,—absolute monarchy, limited monarchy, republic, theocracy,—carefully distinguish; where hold sway; object of government, Rom. 13: 1. "How important, then, that Adam and Eve should honor that law by which alone it was possible for order and equity to be maintained."—Patriarchs and Prophets, chapter III. Define emperor, king, pasha, khedive, sultan, czar, etc.; capital, metropolis. Form of government God approves, Prov. 6:20-22; Jer. 31:33; "Patriarchs and Prophets," chapters I, III, and appendix, note 11. God's government is a representative one, represented by the "sons of God" at the gate of the city, Job 1: 6; 2:1; 38:7; Luke 3: 38; "Patriarchs and Prophets," chapter IV. In the beginning Satan went as a representative of this world. When Christ died, Satan was cast out of the council of God. "Desire of Ages," chapters LXXIX, LXXXVII; Rev. 12:9, 10.

## INDUSTRIES

Agriculture: God was the first farmer. In His garden He planted flowers, trees, herbs, fruit, grass, etc. He gave this occupation to Adam, thus recognizing it as the most valuable for the physical, mental, and moral life. See geography, "Agriculture," pages 35, 36.

Map of the world: Showing agricultural sections and products.

Manufacturing: Eccl. 1:9, 10. Man invents because of a thought in the mind concerning the thing invented. He brings to his service the natural elements, or imitates in machinery, etc., that which God has placed before him in the natural-world. Man discovers what God creates. God works on a large scale; man imitates on a smaller scale. God's manufactures are living things; man's, lifeless ones. God made the first carpet, the living grass; the first window, Orion ; the first dome, the sky; the first throne, heaven ; the first footstool, earth; the first dwelling, man's body; the first lamp, the sun; the first of lenses, the eyes; the first set of levers, the joints; the first dress, Gen. 3:21; the first pump, the heart; the first pair of bellows, the lungs; the first musical instrument, the voice; etc.

Reference: Geography, "Manufacturing," pages 38, 39-57. Map of the world: Showing manufacturing sections and products.

Mining: Job 28:1; "Patriarchs and Prophets," chapters VII, VIII; Prov. 2:1-4; geography, "Mining," pages 37, 38, 57; "Minerals," pages 49, 109, 121, 142, 153, 160; fourth set of questions, page 115; fifth set of questions, page. 135; sixth set, pages 105, 149, 157.

Map of the world: Showing mining section and products. Commerce: Nahum 2: 3-5; Dan. 12: 4; Job 88:35; geography, "Commerce and Transportation," pages 39, 40, 58. Map of the world: Indicating commercial relations, etc. Other occupations: geography, pages 36, 37; eighth set of questions, page 43; fifth set, page 95.

## IN THE NEW EARTH

Physical appearance: Son of God, Rev. 21:4, 7; "Early Writings," page 147.

Length of life: Mark 10:30.

Mental ability: "Great Controversy," page 677.

Moral condition: Rev. 21:27. Sin being destroyed, all will be "enlightened." Religion: Isa. 66: 23; Rev. 5:13; 4:8. Language: Rev. 1: 15; 5: 12, 13; Ps. 148: 1-14; Acts 2: 1-4. By the gift of tongues all will speak one language. "Great Controversy," page 677; "Early Writings," pages 149, 15; "Patriarchs and

Prophets," chapter II. In order to express our feelings and thoughts about the new earth we shall need a new vocabulary. See "Early Writings," pages 147, 149.

Position: "Early Writings," page 146; Rev. 5:10.

Dwellings: John 14:2, 3; "Early Writings," page 13. Clothing : Rev. 6:11; 3:4, 5, 18; 7 : 9, 13, 14; 19:8; "Early Writings," page 148; Enoch's dress, "Early Writings, page 33; dress of martyrs, "Early Writings," page 14.

Food: "Early Writings, pages 15, 149.

Education: "Great Controversy," page 677. "Both the redeemed and the unfallen beings will find in the cross of Christ their science and their song."—Desire of Ages.

Government: Theocracy, Rev. 19:16; 1:5, 6; Ps. 47:6, 7; 11:15; "Patriarchs and Prophets," chapter III. Note the effect of a perfect government on man physically, mentally, and morally. "Great Controversy," page 677. What is the capital of the new earth?

References: geography, "Government," pages 41, 59, 111, 121, 142, 153, 160; questions, page 135; tenth set of questions, page 43; sixth set of questions, page 95.

Industries: Isa. 65:22, 21; "Early Writings," page 13; mining gold, Rev. 21:16-21; silver, "Early Writings;" page 15.

### **Descriptive-Missionary Geography**

(Months four to eight; ninth month, general review) "The field is the world."

The General Conference, its divisions into union conferences and mission fields, and their division into local conferences, etc., form a convenient and systematic basis for this study. The pupil should now begin to draw a map of the world, showing general and union conference territories, and the progress of the gospel, developing the map as the study progresses. It might make the map clearer if the location of sanitariums was indicated in one color, schools in another, publishing houses in another, etc.

Each union conference, local conference, and mission field should be studied under the following topics: (1) territory; (2) population; (3) membership; (4) location of office; (5) location of our various institutions; (6) history of the establishing of our work; (7) progress of the message; (8) work of other pioneer missionaries. The pupil should study population and membership comparatively, instead

of attempting to memorize the figures representing these items.

References: For information regarding the first five topics of the preceding paragraph, see Seventh-day Adventist "Year Book for 1908;" for topics six and seven, see "Historical Sketches of Seventh-day Adventist Foreign Missions," "Rise and Progress of Seventh-day Adventists," "Life of Joseph Bates," "Life of William Miller," "Life and Labors of Elder James White and Mrs. E. G. White," Missionary Magazine, especially volumes X and XI, General Conference Bulletin files under "Reports of Union Conference Presidents," Re-view and Herald, The Field Work and World-Wide Field departments; for topic eight, see "Encyclopedia of Missions," and "A Hundred Years of Missions," published by Funk & Wagnalls Co., New York; "Great Controversy;" "Lady Missionaries in Foreign Lands," "Miracles of Missions;" "Mary Reed, the Missionary to Lepers;" etc., etc.

## **MISSION OUTLINES OF THE WORLD**

### **General Conference**

President, A. G. Daniells.

Territory: District of Columbia and Takoma Park.

Population : 279,000.

Membership : 467.

Churches : 4.

Institutions: School, sanitarium, publishing house, General Conference offices.

Office: Takoma Park, Washington, D. C.

Reference: geography, p. 69.

### **Atlantic Union Conference**

#### **TERRITORY**

#### **Maine Conference: Maine.**

Vermont Conference: Vermont, and Coos and Grafton counties, N. H.

Central New England Conference: Massachusetts and New Hampshire, except Coos and Grafton counties, N. H.

Southern New England Conference: Connecticut, Rhode Island.

Greater New York Conference: Greater New York City, Long Island, counties of Westchester, Rockland, Putnam, Orange, Dutchess, and Ulster, in New York State.

New York Conference: Eastern portion of New York State, east of the eastern boundaries of the

counties of Ca-yuga, Tompkins, and Tioga, except that portion comprising the Greater New York Conference.

Western New York Conference: New York State, west of boundary of New York Conference.

Population, 13,792,017 ; membership, 4,907 ; office, South Lancaster, Mass. ; reference, geography, pp. 61-66.

### **Columbian Union Conference**

TERRITORY.

New Jersey Conference: New Jersey.

Eastern Pennsylvania Conference: That portion of Pennsylvania lying east of the easterly line of Potter, Clinton, Center, Mifflin, Huntingdon, and Fulton counties.

Western Pennsylvania Conference: That portion of Pennsylvania lying west of Eastern Pennsylvania Conference line.

Ohio Conference: Ohio.

Chesapeake Conference: Delaware, Maryland, and the counties of Morgan, Berkeley, and Jefferson in West Virginia.

West Virginia Conference: West Virginia, except the counties of Morgan, Berkeley, and Jefferson.

Virginia Conference: Virginia.

Population, 16,805,649; membership, 6,276; office, Cum-berland, Md.; reference, geography, pp. 66-69, 73, 74.

### **Southeastern Union Conference**

TERRITORY.

North Carolina Conference: North Carolina. - Georgia Conference: Georgia.

Florida Conference: Florida, except that part of Flor-ida lying directly south of Alabama.

Eastern Tennessee Conference: East Tennessee, the western boundary being the western line of Clay, Jackson, Putnam, White, Warren, Grandy, Marion counties.

South Carolina Mission Field: South Carolina. Population, 6,978,999; membership, 1,342; office, reference, geography, pp. 69-71, 81.

### **Southern Union Conference**

TERRITORY.

Kentucky Conference: All of Kentucky, except that portion lying west of the Tennessee River.

Tennessee River Conference: Western Tennessee, the eastern boundary being the eastern line of Macon, Smith, DeKalb, Cannon, Coffee, and Franklin counties, and that portion of Kentucky lying west of the Tennessee River.

### **Alabama Conference: Alabama.**

Western arm of Florida.

Mississippi Conference: Mississippi.

Louisiana Conference: Louisiana.

Population, 8,096,203; membership, 1,617; office, Nash-ville, Tenn.; reference, geography, pp. 74, 81, 82.

### **Lake Union Conference**

TERRITORY

East Michigan Conference: South of counties of Arenas and Gladwin; east of counties of Isabella, Montcalm, Ionia, Eaton, Calhoun, Branch.

Indiana Conference: Indiana.

North Michigan Conference: Lower peninsula, north of counties of Bay, Midland, Isabella, Mecosta, Newaygo, Oceana.

West Michigan Conference: Southwestern Michigan, south of counties of Mason, Lake, Osceola, Clare; west of counties of Midland, Gratiot, Clinton, Ingham, Jackson, Hills-dale.

Superior Mission: Upper peninsula of Michigan.

Southern Illinois Conference: Illinois south of counties of Iroquois, Ford, Livingstone, Woodford, Peoria, Knox, War-ren, Henderson, and including city of Peoria.

Northern Illinois Conference: Illinois north of Southern Illinois Conference line, except city of Peoria.

Wisconsin Conference: Wisconsin.

Population, 11,865,057; membership, 14,307; office, South Bend, Ind.; reference, geography, pp. 75, 76.

### **Northern Union Conference**

TERRITORY

Minnesota Conference: Minnesota.

Iowa Conference: Iowa.

North Dakota Conference: North Dakota.

South Dakota Conference: South Dakota, except BlackHills. Population, 4,932,805; member-

ship, 7,615; office, Minneapolis, Minn.; reference, geography, pp. 77-79.

### **Central Union Conference**

#### TERRITORY

Colorado Conference: Colorado.

Kansas Conference: Kansas.

Missouri Conference: Missouri.

Nebraska Conference: Nebraska, except the nine western counties.

Wyoming Mission Field: Wyoming, nine western counties of Nebraska; counties of Fall River, Custer, Pennington, Lawrence, Meade, Butte, (S. Dak.)

Population, 6,485,926; membership, 9,222; office, College View, Neb.; reference, geography, pp. 77, 78, 86.

### **Southwestern Union Conference**

#### TERRITORY

Arkansas Conference: Arkansas.

Oklahoma Conference: Oklahoma.

Texas Conference: Texas.

New Mexico Mission Field.

Population, 5,826,274; membership, 4,125; office, Keene, Texas; references, geography, pp. 82-85, 88.

### **Pacific Union Conference**

#### TERRITORY

California Conference: California north of the Tehachapi and Santa Ynez Mountains.

Southern California Conference: South of Tehachapi and Santa Ynez Mountains.

Utah Conference: Utah.

Arizona Conference: Arizona.

Population, 1,927,068; membership, 6,086; office, Mowilain View, Cal.; reference, geography, pp. 87, 88, 91.

### **North Pacific Union Conference**

#### TERRITORY

Western Washington Conference: Washington west of Cascade Mountains.

Western Oregon Conference: Oregon west of Cascade Mountains, and Wasco and Klamath counties east of the range.

Upper Columbia Conference: Washington east of Cascade Mountains, and Oregon east of Cascade Mountains, except Wasco and Klamath counties on the west, and Wallowa, Union, Baker, and Malheur counties on the east, and Idaho north of the 45th parallel.

Southern Idaho Conference: Idaho, south of 45th parallel, and Wallowa, Union, Baker, and Malheur counties, Ore. Montana Conference: Montana.

Alaska Mission Field.

Population, 1,492,214; membership, 4,943; office, Walla Walla, Wash.; reference, geography, pp. 86, 90, 92.

### **Canadian Union Conference**

#### TERRITORY.

Ontario Conference: Ontario.

Quebec Conference: Quebec.

Maritime Conference: New Brunswick, Nova Scotia, Prince Edward Island.

Newfoundland Mission: Island of Newfoundland, and Labrador.

Population, 5,435,799; membership, 1,072; office, Toronto, Ontario; reference, geography, pp. 97, 98.

### **West Canadian Union Conference**

#### TERRITORY.

Manitoba Conference: Manitoba.

Saskatchewan Mission: Saskatchewan.

Alberta Conference : The Territory of Alberta.

British Columbia Conference: British Columbia. Population, 599,773; membership, 989; office, Regina, Saskatchewan, Canada; reference, geography, pp. 97, 98.

### **Australasian Union Conference**

#### TERRITORY

New South Wales Conference: New South Wales. New Zealand Conference: New Zealand.

Queensland Conference: Queensland.

South Australia Conference: South Australia. Tasmania Conference: Tasmania.

Victoria Conference: Victoria.

West Australia Conference: West Australia.

Cook Islands Mission : Cook Islands.

Fiji Mission: Fiji.

Friendly Islands Mission: Friendly Islands.

Pitcairn Island Mission: Pitcairn Island.

Samoa Mission: Apia, Upola, Samoa..

Society Islands, Mission: Society Islands.

Sumatra Mission: Sumatra.

Norfolk Island Mission: Norfolk Island.

Philippine Islands Mission: Philippine Islands. Java Mission: Java.

Singapore Mission : Singapore.

North Australia Mission: The northern portions of Queensland, South Australia, and West Australia.

These mission fields cover Micronesia, Melanesia, Poly-nesia, East Indies.

Population, over 50,000,000; membership, 3,999; office, Sydney, New South Wales; reference, geography, pp. 160. 161, 94, 95.

#### **GENERAL EUROPEAN CONFERENCE**

President, L. R. Conradi.

#### **British Union Conference**

##### TERRITORY

South England Conference: South half of England south of northern boundary of counties of Norfolk, Cambridge, Huntingdon, Bedford, Buckingham, Oxford, and Gloucester.

North England Conference: North of above boundary. Ireland Mission: Ireland.

Scotland Mission: Scotland.

Wales Mission: Wales.

British East African Mission: British East Africa. Population, 47,722,074; membership, 1,693; office, Lon-don,,England; reference, geography, pp. 123-125.

#### **\*German Union Conference.**

##### TERRITORY

German Union District: Home Field,—Hamburg, Altona, Wandsbeck, Vierlamlea, Friedensaii; German East African Mission,—German East Africa.

East German Conference: Brandenburg, Pomerania, City of Berlin, and the Kingdom of Saxony.

German Swiss Conference: Switzerland (German speak-ing people in).

Rhenish-Prussian Conference: Rhenish Province.

\*Publishers' Note.—While this work is in the hands of the printer, word comes of the organization of the Russian Union Conference. The data at hand is so meager that we can not give boundary lines nor statistics. We simply know that the Russian Union comprises the Caucasian, South Russian, and Baltic Conferences, and the East, Middle, and West Russian Missions, all of which formerly belonged to the German Union Conference. The headquarters of the Russian Union is at Riga.

South German Conference: Bavaria, Wurtemberg, Baden, Alsace-Lorraine, Hessia south of the Main, Hohen-zollern, and Luxemburg.

West German Conference: Provinces of Saxony, West-phalia, Hesse-Nassau, Grand Duchy of Hesse north of the Main; Duchies of Brunswick and Anhalt, and the Thuringia States.

North German Conference: Province of Hanover (ex-cept the southern part of Goettingen), Oldenburg, Bremen, Lubeck, Mecklenburg, Schleswig-Holstein (except Altona-Wandsbeek).

Prussian Conference: East and West Prussia. Silesian Conference: Silesia and Posen.

East Russian Conference: Kuban, Terek, Don District I, Stavropol, Astrakhan, Saratov, Samara, Orenburg, Ufa Ural.

Austrian Mission: Austria, Bosnia, Herzegovina. Balkan Mission: Rumania, Bulgaria, Servia, and Monte-negro.

Holland and Flemish Belgium Mission: Flemish Bel-gium, Holland.

Hungarian Mission: Hungary.

Middle Russian Mission: The provinces of Archangel, Kharkof, Yaroslaf, Kaluga, Kazan, Kief, Kostroma, Kursk, Moghilef, Moscow, Nijninovgorod, Novgorod, Olonetz, Orel, Penza, Perm, Podolia, Poltava, Riazan, St. Petersburg, Sim-birsk, Smolensk, Tambof, Chernigof, Tula, Iver, Vitebsk, Vladimir, Vologda, Voronej, Viatka.

North Russian Mission : Baltic provinces, Poland, Kovno, Volhynia, Grodno, Minsk, Pskov, Vilna, and Vollrynia.

South Russian Mission: Bessarabia, Kherson, Yckatrin-oslaof, Taurien, Don District II.

Population, 284,413,429; membership, 7,859; office, Ham-burg, Germany; reference, ge-ography, pp. 127-129, 132, 133, 135.

#### **Scandinavian Union Conference**

## TERRITORY

Denmark Conference: Denmark.

Sweden Conference: Sweden, except Norrbottens, Vester-bottens, and Vester-Norrlanes Lan.

Norway Conference: Norway, except Nordland, Tromso, and Finmarken.

Finland Mission: Finland.

Iceland Mission: Iceland and Greenland.

Northland Mission: Counties of Nordland, Tromso, Finmarken (in Norway), Norrbottens, Vesterhottens, Vester-Norrlands Lan (in Sweden).

Population, 12,846,204; membership, 2,563; office, Copen-hagen, Denmark; reference, geography, pp. 99, 133, 134.

### **Latin Union Mission**

#### TERRITORY

Roman-Swiss Conference: Switzerland (French and Italian-speaking people in).

French Mission: France.

Italian Mission : Italy.

Spanish Mission : Spain.

Portuguese Mission: Portugal.

French-Belgian Mission: Belgium (French-speaking people in).

Algerian and Tunis Mission: Algeria, Tunis.

Population, 108,957,695; membership, 755, office, Gen-eva, Switzerland; reference, geography, pp. 130-133, 155.

### **Levant Union Mission**

#### TERRITORY

Egyptian Mission: Egypt, Soudan, and Abyssinia. Turkish Mission: European Turkey, Armenia, and Asia Minor.

Greece Mission: Greece,

Syrian Mission: Syria, Palestine, Mesopotamia, Arabia-Unentered Fields: Persia, Crete.

Population, 60,000,000; membership, 288; office, Alex-andria, Egypt; reference, geography, pp. 134, 147, 148, 154, 155.

### **South African Union Conference**

#### TERRITORY

Cape Colony Conference: Cape Colony. Natal-Transvaal Conference: Natal, Transvaal. Nyassaland Mission: Cholo, near Blantyre, British Central Africa.

Basutoland Mission: Kolo Mission, Wepener, Orange River Colony.

Barotseland Mission: Kalomo, Northwest Rhodesia. Somabula Mission: Cwelo, Rhodesia.

Solnsi Mission: Buluwayo, Rhodesia.

Population 8,027,592; membership, 666; office, Kenil-worth, Cape Colony; reference, geography, p. 154.

### **South American Union Conference**

#### TERRITORY

Argentine Conference: Argentina, except Territory of Misiones and Falkland Islands.

Rio Grande Conference: The State of Rio Grande do Sul, Brazil.

Santa Catharina and Parana Conference: The States of Santa Catharina and Parana, Brazil.

Chile-Bolivia Mission: Chile, Bolivia.

Ecuador Mission : Ecuador.

North Brazil Mission: Brazil north of San Paulo. Peruvian Mission: Peru.

San Paulo Mission: The State of San Paulo, Brazil. Upper Parana Mission : Paraguay, and the Territory of Misiones, Argentina. –

Uruguay Mission: Uruguay.

Population, 40,410,550; membership, 2,024; office, Buenos Ayres, Argentina; reference, geography, pp. 111-114.

### **West Indian Union Conference**

#### TERRITORY

British Guiana Conference: British, Dutch, and French Guiana.

East Caribbean Conference: Barbados, St. Vincent, St. Lucia, and the Leeward Islands.

Jamaica Conference: Jamaica.

South Caribbean Conference: Trinidad, Tobago, Gren-ada, and the Grenadines.

West Caribbean Conference; Panama, Costa Rica, Nicaragua, Saint Andrews, Old Providence, and Corn Islands. Central American Mission: British Honduras, Spanish

Honduras, Bay Islands.

Cuban Mission: Cuba and Isle of Pines.

Hayti: Hayti.

Porto Rico Mission: Porto Rico.

Population, 13,000,000; membership, 3,374; office, Bog's Walk (near ruins of Kingston), Jamaica; reference, geogra-phy, pp. 102, 103, 115.

**Miscellaneous Missions**

**TERRITORY**

Bermuda Mission : Bermuda Islands.

Population, 22,000; membership, 45; office, Hamilton, Bermuda Islands; reference, geography, p. 104.

British West African Mission: British West Africa. Population, 23,000,000; offic Freetown, Si-erra Leone; reference, geography, pp. 154, 15.

China Mission: China proper and dependen-cies. Population, 426,000,000; membership, 95; of- fice, Canton, China; reference, geography, pp. 144, 145.

India Mission: India.

Population, 287,123,350; membership, 155; office, Cal-cutta, India; reference, geography, p. 143.

Japan Mission: Japan and Korea.

Population, 55,000,000; membership, 206; office, Tokyo, Japan; reference, geography, p. 146.

Mexican Mission: Mexico.

Population, 13,607,259; membership, 55; office, Tacu-baya, Mexico; reference, geography, p. 101.

**PIONEER MISSIONARIES**

The following is a list of names of pioneer missionaries, giving approximately the time when and the place where they labored, and a few items of special interest regarding their work. These mis- sionaries and their work should be studied in con- nection with the field to which they gave their lives. A map of the world with the names of these mis- sion-aries written over their field of labor will aid the memory of the pupil, and assist him in forming the habit of thinking of the work of God in con- nection with the country.

TIME DONE	NAME	FIELD OF LABOR	WORK
1350.	John Wycliffe	England	R e - former.

1380.John Huss Bohemia R e -  
former.

1450—Waldenses Piedmont valley  
Reformers.

1461. Girolamo Savonarola Italy R e -  
former.

1500. Zwingli Switzerland Reformer.

1517.Martin Luther Germany R e -  
former.

1520.Philip Melancthon. Germany R e -  
former.

1660.John Eliot American Indians  
Wrote Bible in Indian.

1730.David Brainerd American Indians

1730.. Moravians West Indies, South  
America, Greenland, South Africa

1750..John and Charles Wesley North  
American colonies Hymn Writers.

1787..William Carey India ...Translated  
Bible into Bengali and twentyfour languages.

**TIME NAME FIELD OF LABOR WORK  
DONE**

1800.. Robert Moffat ...South Africa Trans-  
lated Bible into Bechuana.

1805.. Henry Martyn ..India Translated  
New Testa-ment into Hindu and Persian.

1807.. Robert Morrison. China

1814. . Adoniram Judson. Burmah Trans-  
lated Bible into Burmese.

1814.. Samuel Marsden.. Apostle to New  
Zealand

1816..John Williams ..South Sea Islands  
Society, Raratonga, Raiatea Translated New Tes-  
tament into Raratongan.

1840—David Livingston. Africa

1841..Bishop Selwyn ..New Zealand ..

1854. . John Patterson. . Melanesia

1835..Joseph Wolff ...Europe, Asia, Africa  
.Preacher of first angel's message.

William Miller ..United States

Preachers of the first, second, and third an-  
gels' messages.

James White ....United States

Joseph Bates ....United states

J. N. Andrews ..Switzerland  
 A La Rue China  
 F. J. Hutchins .. West Indies  
 W. C. Grainger ..Japan  
 J. H. Waggoner.. Switzerland  
 1869—James Chalmers..Raratonga, New  
 Guinea  
 1870..John G. Paton . .New Hebrides  
 1870.. Hudson Taylor ..China  
 1874..R. W. Logan ....Micronesia  
 1884..Mary Reed India Missionary to lep-  
 ers.

## CHAPTER XII

### PHYSIOLOGY AND HYGIENE

#### Year Eight

Man's Relation to His Environment. Gen. 1:26-28.

"A practical knowledge of the scheme of human life is necessary in order to glorify God in our bodies. It is, there-fore, of the highest impor- tance that among the studies se-lected for child- hood, physiology should occupy the first place." — Healthful Living, p. 21.

In harmony with the above instruction, the course of study in this MANUAL, recognizes the prin- ciples of physiology as a part of the child's study in every year.

In years one to six, this study is outlined in the nature course, where it naturally belongs. Dur- ing these early years, the child is developing physi- cally, and for this reason es-pecially, the formation of right habits of living is of prime importance. He should be carefully instructed in the cor-rect man- ner of sifting, standing, lying, and walking; in right habits of eating, drinking, and dressing; regularity in exercise and rest; necessity of pure air; cleanli- ness of person, clothing, and surroundings. He should also understand the evil effects of condi- ments, tea, coffee, tobacco, alcohol, and all manlier of narcotics and stimulants.

The following is a more extended outline of the subject for the eighth year:

**1. MAN'S RELATION TO LIGHT.** Matt. 6:22, 23

Light: Gen. 1:3-5; reflection, Prov. 27:19; Matt. 5:16; 2 Cor. 4:6; Eph. 5:13; refraction; pris- matic colors, Eze. 1:28; Rev. 4:3; 10:1; Matt. 17:1, 2; spiritual lessons, Ps. 37:6; John 3:19-21; 1:5; 8:12; Matt. 5:14.

Light Receivers: The eye, sight (nervous system).

Eye : Position, protection, structure, Ps. 94:9; Prov. 20: 12; uses, Matt. 6:22, 23; Eccl. 11:7; Prov. 10:10; Ps. 35:19; care, defects, diseases, wearing of glasses; spiritual lessons, Eph. 1:18; Jer. 5:21; Eze. 12:2; Mark 8:18; Prov. 30:13.

#### II. MAN'S RELATION TO HEAT

Heat: Relation to light; reflection; radiation; conduction; artificial generation of; its generation in the body, 1 Kings 1 : 1 ; normal temperature of body; spiritual lessons, Matt. 24:12; Rev. 3:14-16.

Heat Distributors: Heart, arteries, veins, capillaries (cir-culatory system).

Heart: Shape, structure, and function.

Arteries, veins, and capillaries: Structure and functions; importance of good circulation; how to remedy poor circu-lation.

#### III. MAN'S RELATION TO AIR: Gen. 1:6-8

Air: Properties; composition; spiritual les- sons, John 3: 8; 20:21; Acts 2:1, 2.

Air Receivers: Nostrils, trachea, lungs, cars.

Nose, smell (nervous system): Structure and function, Gen. 2: 7; 7:22; Job 27:3; Isa. 2:22; fra- grance and odors; spiritual lessons, 2 Cor. 2:14-16; Eph. 5:1, 2.

Trachea and Lungs (respiratory system): Structure and functions; chemical changes in the lungs; ventilation of rooms and buildings; problems; tests for impure air; how to breathe properly ; spiri- tual lessons,. Acts 17: 24-28.

Ear, sound (nervous system): Ps. 94:9; Prov. 20:12. As sound collectors, shape, structure and function; as a sound medium; no sound in vacuum; ho7sound is produced; the human vocal instrument, Nell. 8:8; three classes of musical instruments, Gen. 4:21; 1 Chron. 15:16 and 16: 42; 2 Chron. 5:12, 13, and 20: 21; proper use of musical instruments, Ps. 92: 1-3; 149:1-3; Psalm 150; spiritual lessons, 1 Cor. 13:1; 14:15; Eph. 5:19.

#### IV. MAN'S RELATION TO WATER. Gen. 1:9,

Water: Job 26: 8-10; 28: 25; Prov. 30: 4; Ps. 65:9; Eccl. 1:7. Properties: Colorless, odorless, tasteless. Conditions: Gas, liquid, solid. Forms: Ice, snow, hail, vapor, etc., Ps. 147: 15-18; Jer. 10:13; Job 38:22, 23; composition; as a diluent; as a cleansing agent; tests for impurity; as a remedial agent; as a beverage; spiritual lessons, John 3:5; 4: 6-15; Rev. 22: 17; Hosea 14:5; James 4:14; Isa. 1:18.

Skin and Kidneys: Eliminating organs (excretory system) : Structure and function, Job 10:11; Jer. 13:23; skin of hand, touch (nervous system); spiritual lessons, Ex. 34: 29-35; Acts 6:15.

**V. MAN'S RELATION TO EARTH (SOIL):**  
Gen. 1:9, 10

Soil: Composition; its relation to the body, Gen. 2:7; 1 Cor. 15:47-50; Job 10:9; 33:6.

Bones: (osseous system) : The frame of the body, Ps. 104: 13, 14; Job 10:11; structure and composition, Luke 24:39; Prov. 3:8; 16:24; 17:22; 15:30; 16:24; classification; arrangement, used as levers; spiritual lessons, Eph. 5:13; Matt. 23: 27; Prov. 14: 30.

Bone Movers: Muscles, covering for the bones, and lever power (muscular system). Shape, structure, function, Job. 10:11; 33:14-30; classification and arrangement; importance of daily exercise, 1 Tim. 4:7, 8; healthful exercises; competitive games, 1 Cor. 9: 24-27.

**VI. MAN'S RELATION TO PLANTS:** Gen. 1:11, 12

Plants for Food: Man's original diet, Gen. 1:29; edible fruits, grains, and vegetables, Gen. 2:8, 9, 15-17; food elements in fruits, grains, and vegetables; spiritual lessons, Matt. 4:4; Eze. 3:1-3; Jer. 15:16; Job 23:12.

#### **ORGANS OF DIGESTION** (digestive system)

Mouth: Mastication, Job 12:11; 33:1-3. Teeth (the mill-stones): Shape; structure; function; care of; spiritual lessons, Prov. 10:26; Amos 4:6; Job 19: 20; Jer. 31:29, 30. Tongue: Taste (nervous system); shape and structure; purpose, Job 29: 10; 33: 2; spiritual lessons, James 1: 26; 3: 2-5, 8; Prov. 15:2. Salivary glands: Position and structure; function.

Stomach: Digestion, Matt. 15: 17-20; Mark 7: 18-22. Muscles and rotary movement; gastric fluid and chemical changes,

1 Tim. 5: 23; spiritual lessons, John 7: 38; Phil. 3:19; Rev. 10:9, 10.

Intestines: Digestion and absorption; position and structure, Num. 5:22; 2 Sam. 20:10; Acts 1:18; Job 30:27; intestinal fluid and chemical

changes; spiritual lessons, Col. 3:12; Phil. 1:18 and 2:1; 1 John 3:7.

Liver: Bile, Job 16: 32; position and structure, Ex. 29: 32; Lev. 3: 4, 10, 15; function; spiritual lessons, Amos 6: 12; Acts 8:23.

Pancreas: Pancreatic fluid; position and structure; function.

Dietetics: Food in its season, Matt. 21: 41; 24:25; when to eat; what to eat, Gen. 1:29; Ps. 128: 1-3; Eccl. 5: 18-20; Rom. 14:1-4, 20-23; Isa. 55:1-3; Prov. 30:8; how to eat,

2 Cor. 10:31; Prov. 23:1-3; Eccl. 9:7; 10:17; food combinations; things that are not foods; narcotics and stimulants, Prov. 20 : 1; 23: 29-35 ; 31: 4-7 ; Eph. 5: 1S ; Dan. 5 : 1-6, 25-29 ; spiritual lessons, Matt. 6:25-31; Luke 12:22-31; 1. Tim. 6: 6-8; Ps. 37:25; Isa. 33:16.

**VII. HOW WE PERCEIVE: The five special senses**  
(nervous system)

Five Senses: Relation to brain. Brain: Shape, structure, function.

Spinal Cord: Position, structure, function, subdivisions. Nerve Ganglia: Fibers, cells.

Nerves: Classification, functions;

Relation of Mind to Body: Horn. 7:9-25; 8:1-10; Luke 10: 27; 1 Cor. 9:27; spiritual lessons, Ps. 115: 3-9; Phil. 2: 5.

#### **VIII. THE SEVEN PHYSIOLOGICAL -DIVISIONS, OR SYSTEMS OF THE BODY**

Nervous System: Eye, sight; nose, smell; ear, sound; tongue, taste; hand, touch; brain, spinal cord, nerve ganglion, fibers, and cells.

Circulatory System: Blood, heart, arteries, veins, and capillaries.

Respiratory System: Nose, Pharynx, larynx, trachea, bronchial tubes, lungs, and lung cells.

Excretory System: Skin, kidneys, and urinary organs. Osseous System: Bones, framework.

The Muscular System: Muscles, clothing of skeleton. The Digestive System: Mouth, teeth, tongue; (esophagus, stomach, intestines, liver, and pancreas.

#### **IX. HEALTH, RESULT OF PROPER RELATION OF BODY TO ENVIRONMENT**

How maintained; relation of the physical to the spiritual, 3 John 2.

## **X. DISEASE, RESULT OF IMPROPER RELATION OF BODY TO ENVIRONMENT**

Causes; how to resist; how to restore health, simple remedies: accidents and emergencies; care of sick, James 5: 13-18; clean premises, Prov. 24:30-34.

## **XI. MAN'S RELATION TO THE ANIMALS:**

Gen. 1:20-26; Ps. 8:4-9

Purpose of the lower animals, "Patriarchs and Prophets," chapter I; kindness to animals, Deut. 22: 6, 7; Prov. 12:10.

## **XII. MAN'S RELATION TO MAN**

Equality of man, Acts 10: 34, 35; Rom. 3:20-23; the golden rule, Matt. 7:12; 5:44; Phil. 2:3, 4.

## **XIII. MAN'S RELATION TO THE CREATOR:**

Matt. 5:16; Acts 12:20-23

The human body a temple, 1 Cor. 6:19, 20; 3:16, 17; 2 Cor. 6:16; a symbol of the church, Rom. 12:4, 5; Eph. 1:22; 4:15; Col. 1:18; 1 Cor. 12:12-31; Eph. 1:19-22.

## **XIV. CONCLUSION**

Ps. 139:13-18; Rom. 12:1, 2; 3 John 2; Eccl. 12:13, 14; 1 Thess. 5:23.

Suggestions: The foregoing outline is thought to be its natural development of physiology and hygiene. The Creator adapted man physically to all things that He had made.

As light was the first thing created, man in his relation to light is the first thing considered in the outline. The eye is the organ that responds to light; it is the light receiver. He who formed the light, formed also the eye, and gave it power to see. In order intelligently to understand this power both the inexhaustible riches of the sunlight and the marvellous, delicate structure and function of the eye must be studied. This study affords opportunity for experiment and diagrammatic drawing that will illustrate how the eye responds to the light, and how the light operates in harmony with that response. Many scriptures that speak of the light and the eye may be used to elucidate the subject.

In like manner, man should be studied in his relation to other created things: Such a study will lead the student to exclaim, "O Lord, I will praise Thee: for I am fearfully and wonderfully made; marvellous are Thy works; and that my soul knoweth right well." Ps. 139:14.

"Healthful Living" and "Kellogg's Second Book in Physiology" are recommended for the pupil's use, but the outline here given can be used with any text-book on physiology and hygiene. The pupil should keep a carefully written notebook contain-

## CHAPTER XIII

### MANUAL OR INDUSTRIAL TRAINING

Manual training, in its broadest, truest sense, is applied knowledge for the purpose of bringing the pupils into closer touch with the Master Workman, and fitting them to become His agents for bringing others closer to Him. As such it trains not only the hand, but the head and the heart. Knowledge, with no idea of how to apply it in the every-day walks of life, is but a useless ornament. And even applied knowledge, if not used to bring one's self and others into more perfect harmony with the Creator, may be, in the hands of the enemy, a power for evil. It is the good and wise and practical man that is the best missionary, either at home or abroad, for he can the most readily adapt himself to various circumstances and people, conquering difficulties and bringing hope and courage and joy to those in need.

Every normal child loves activity. It is his life. But left to itself, this talent will be spent in restlessness, mischievousness, or even open evil. To train the activities of the child, to guide into a proper channel, instead of checking the spirit of restlessness and investigation, is the wonderful and delightful privilege of the educator. And no other branch of study affords so many opportunities for accomplishing this end as does manual training.

As evidence of the importance of this study, we have the authority of God's Word, and of the Testimonies of His Spirit, as may be seen from the following quotations:

"Study to work with your own hands." 1 Thess. 4: 11.

"My Father worketh hitherto, and I work" John 5: 17.

"Whatsoever thy hand findeth to do, do it with thy might." Eccl. 9 : 10.

"These hands have ministered unto my necessities, and them that were with me." Acts 20:34.

"The heavens are the work of Thy hands." Ps. 102:25.

"Behold this was the iniquity of thy sister Sodom, pride, fulness of bread, and abundance of idleness." Eze. 16:49.

This we commanded you, that if any would not work, neither should he eat." 2 Thess. 3: 10.

"Manual training is deserving of far more attention than it has received." Labor is "a part of God's great plan for our recovery from the fall." "So far as possible, facilities for manual training should be connected with every school." Manual training "should develop habits of accuracy and thoroughness. . . . Such training will make the youth masters and not slaves of labor. . . . Those who recognize science in the humblest work will see in it nobility and beauty, and will take pleasure in performing it with faithfulness and efficiency." "Boys as well as girls should gain a knowledge of household duties. . . . And if girls, in turn, could learn to . . . use the saw and hammer, . . . the rake and the hoe, they would be better fitted to meet the emergencies of life." "Often the success, perhaps the very life, of the missionary, depends on his knowledge of practical things." "The objection most often urged against industrial training in the schools is the large outlay involved. But the object to be gained is worthy its cost."—Education, section "Physical Culture."

Of the children in the home school we have the following instruction: "Let them also learn, even in their earliest years, to be useful. Train them . . . to seek healthful exercise in the performance of necessary home duties. . . . When the child is old enough to be sent to school, the teacher should cooperate with the parents, and manual training should be continued as a part of his school duties. . . . This was the instruction which God gave to His people."—Special Testimonies on Education, pp. 37, 38.

The papers read at the convention on the subject of manual training aroused much helpful discussion. The following thoughts there expressed represent the sentiment of that body of teachers and workers. The true principles of manual training are an essential part of educational reform. Thirty years ago these principles were clearly set before this denomination, but little, if anything, was done in carrying them out until eight or ten years ago. Much of value has been done in the way of introducing and establishing these reforms. We have passed the revolutionary stage by which they were started, and we have entered upon a period of organization, so that they may be carried forward in a systematic manner. But we have not passed the reformation itself, nor is it to be left behind and dropped out of sight. A genuine reform has been begun, and although mistakes have been made, we are profiting by those mistakes and we shall continue to profit by them.

In volume 6 we read the following with reference to educational reform:

“To some extent the Bible has been introduced into our schools, and some efforts have been made in the direction of reform; but it is most difficult to adopt right principles after having been so long accustomed to popular methods. The first attempts to change the old customs brought severe trials upon those who would walk in the way which God has pointed out. Mistakes have been made, and great loss has resulted.

“There have been hindrances which have tended to keep us in common, worldly lines, and to prevent us from grasping true educational principles. To the unconverted, who view matters from the lowlands of human selfishness, unbelief, and indifference, right principles and methods have appeared wrong.” “When new methods have been advocated, so many doubtful questions have been introduced, so many councils held that every difficulty might be discerned, that reformers have been handicapped, and some have ceased to urge reforms.”

“We need now to begin over again. Reforms must be entered into with heart, and soul, and will.”

So instead of dropping the reforms that were started a few years ago, we should rather be in a position where, profiting by the mistakes that have been made, we shall now go forward carrying out the true, genuine principles of reform; and we shall yet see a system of education built upon these principles that will be an honor to God and to the work of this denomination.

The words of A. G. Daniells spoken on this subject are worth repeating here. He said:

“I have not said much here about industrial education, but, my dear friends, I believe in it to the depths of my heart. I have had some experience in it. I was connected with the establishment and development of what I believe is the best industrial school in the denomination, Avondale College at Cooranbong, Australia. I haven't seen any such school yet in this country as that is. I do not boast of it. All that I got out of it I got through the teaching and the high ideals set by the Spirit of Prophecy. Sister White was on the ground and set out these principles, and those who had charge of the school believed in them and worked to that end, and developed a splendid school. But I will tell you, there was combined in that school, and there is today, good, earnest, hard work, and good, earnest, hard study, and there is not an extreme on either side. If I were going to talk about industrial work, I certainly would talk about industrial work, and not merely playing around at the matter of trying to work. I don't believe you have a right to talk about industrial schools when there is scarcely the first

principle of thoroughness in the teaching and in the working of the industries. Now in our school—when we endeavored to develop industrial work in the carpentry line, we did not set a novice to lead the young men in the matter of botching around with tools, but we put in charge of those young men a splendid cabinet maker who was a first class hand with tools. The result was that the students in our Avondale school do to-day, and for the past three years, have made all the furniture that goes into our Sanitarium in Sydney, and the furniture that goes into our schools. I do not believe we have a right to talk about industrial work before the world, or before our own people, and do botch work in carpentry, or anything else. I do not believe we have a right to talk about industry in our farming when the weeds are up to our knees. I do not believe that we should talk about industrial education when our buildings and everything about our grounds is dilapidated and running down. We will have to go at everything about our premises and our farm and everything we do and put them in order. Anything short of that to me is a bad example for young people. We must have industrial education, but it will require as much earnest, careful thought as the teaching in the classroom—the same attention.”

### **OUTLINE OF INDUSTRIAL WORK FOR THE CHURCH SCHOOL**

The outline here submitted offers a few suggestions on (a) agriculture; (b) the care of the schoolroom; (c) paper and simple cardboard work; (d) cardboard modeling; (e) basket-making; (f) sewing; (g) chair caning; (h) wood-work. Other or different lines of industry, such as shoe-mending, sign designing and painting, cooking, etc., may also be conducted in the church school.

Too many lines of work ought not to be undertaken at first; it is better to make a success with one or two, than to fail because of an attempt at too many. If only one or two can be undertaken, by all means let these be gardening and the care of the schoolroom. These are certainly of first importance, and in them boys and girls, old and young, can engage. If the teacher is prepared to enter into the work more fully, the paper and simple cardboard work is suggested for the youngest pupils, sewing for the older girls, and chair caning for the older boys. These branches of industry are all inexpensive, simple, useful, and easy to conduct. After these are successfully established in the school, the teacher may add one or two other branches each year until the whole course is in good working order.

#### A.—Agriculture

“And the Lord took Adam and put him in the garden of Eden, to dress it and to keep it.” Gen. 2:15, margin.

“No line of manual training is more valuable than agriculture.”—Education, chapter on “Manual Training.”

“Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon.”—Testimonies, vol. 6, p. 179.

“In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds, and the schoolroom. . . . That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of care-taking will be encouraged; and the spirit of fellowship and co-operation developed, will prove to the pupils a life-long blessing.”

Agriculture is the natural basis for industrial work -in the church school; for it is there that the foundation of systematic education is laid. Agriculture was the divinely ordained occupation in Eden; it will be the occupation in the earth made new. When our first parents were driven from the garden, it is declared that they were sent forth “to till the ground,” and to eat bread in the sweat of the face. Upon agriculture the whole human race depends for subsistence, and for this reason it is the primary occupation.

But there is more to it than mere existence. Agriculture deals directly with the created works of God; and since it is by the continuous exercise of God’s power that creation is upheld, he who tills the soil must and does co-operate with God. The Lord desires us to co-operate with Him intelligently and consciously, that we may give Him the glory for the fruit of our labor.

But there is still more to it. The Lord very wisely made the continuation of our existence dependent upon that occupation which keeps us in constant touch with Him in His created works, to the end that it may effectually aid Him in accomplishing our restoration. God’s thought is expressed in His works, and the attributes of God are revealed through the things of nature. Thus, when we become intelligent on the things about us, we become better acquainted with God, whom to know is life eternal, and we can better understand His dealings with us. His works illustrate His word, and make plainer the way of salvation. This is the primary object of nature study; and since agriculture, of all occupations, brings us most directly and continu-

ously into contact with the works of God, it should be given the chief place in manual labor.

But to pursue agriculture for the foregoing reasons, and not actually develop the spiritual lessons contained in it, would be to fall short of its full value in the work of the Christian educator. We may gain from it an opportunity for physical exercise, for intellectual activity, for developing the judgment, for earning a living, and even for laying up money, but so far we gain no more than does the man of the world. Unless there is in all the work of agriculture a continual learning of the laws, the dealings, and the attributes of God, the teacher should feel that the work has not accomplished what it ought to accomplish.

Invaluable aid to teachers in drawing out spiritual lessons in this work will be found in the book “Christ’s Object Lessons,” pages 17-89. As the name of this book indicates, Christ taught much by object lessons; and just how He did it, and the particular lessons that He taught in this way, are unfolded in this wonderful book. Study it carefully; it is a priceless treasure to the teacher.

In “Education,” pages 99-120, many striking lessons are clearly and simply developed, and will suggest many more. See also “Testimonies,” vol. 6, pages 176-187. These books, together with the Bible, should be the teacher’s manual of principles and methods in character building, while carrying forward the work of agriculture.

Inasmuch as church-school teachers will deal largely with annual or biennial plants and flowers, and since each successive year passes over the same work of clearing, sowing, cultivating, and harvesting, it hardly seems wise to try to outline the work by years. Local conditions vary greatly. The things planted, the time of planting, and the methods of cultivation must conform to the requirements of the place where the work is done. The round of planting, cultivating, etc., should be adapted to the capacity of the pupils, and their knowledge built up by the process suggested by a spiral, inverted cone. The teacher should be on the alert to find out what plants will do best in his vicinity, select a few, and take good care of them. However, a few suggestions are given below that may be helpful to some in drawing out spiritual lessons, and in the general conduct of the work.

Suggestions: Take a case in which it may not seem so easy to draw lessons as it is with the lily, the vine, etc. Suppose the first day’s work is to clear the ground preparatory to making a garden. If the gardening is to be done by hand, clear away the larger weeds and grass, that they may not hinder the spade or the mattock in breaking up the soil.

These weeds may be burned afterward on the prepared soil, or put away in a heap to decay for future use. Leave the smaller vegetable matter on the ground, and work it into the soil as you dig, unless it is full of ripened seed, in which case it is better to burn it. If the garden is to be plowed, leave all the vegetation on the ground to be turned under by the plow, and see that it is well turned under when the plow comes. If the soil is thin, add some well-rotted manure, leaves, or other vegetable matter before the plowing or spading is done. If the soil is heavy, having a tendency to pack, add some coarser, partly decayed matter, in order to lighten it.

To the children, after the work is done: In our work to-day, what did we pull up and burn or cover up in the ground?—Weeds. Who made the weeds, the thistles, and the briars?—Satan. (See Vol. 6, p. 186). These weeds and thorns were once useful and beautiful plants, but Satan has changed them. They are now thieves, stealing strength from the soil and from useful plants. Why did we cover them up when we were digging our beds?—To put back into the ground what they stole from it. Why did we bring some more rotten weeds and grass and manure and put on the ground?—Because all plants take strength from the ground, and when we have taken out the seed or the part we use, we can put back into the soil the part that is left, and so get back some that was taken out when the plants grew. This will make the ground stronger for feeding new plants. God never lets anything go to waste. Part of the strength that is taken out of the soil by the plant is used for our food, and the rest can be put back and used again. Satan tries to waste the strength of the soil by taking it out for weeds, which are of no use. If we do not pull up the weeds, they will starve or choke the good plants. Will you be careful not to let any weeds grow in your beds? Our hearts are like little beds. Satan tries to plant weed seeds and thistle seeds there that they may bear bad thoughts, unkind feelings; and cross words, and choke out the seeds that Jesus plants there. Will you be just as careful not to let any weeds grow in your hearts as you are not to let them grow in your garden beds?

If the ground is stony, gather out the stones, and then, after studying what is said in "Christ's Object Lessons," page 46, about stony places, draw out lessons as above.

When you sow the seed in the prepared soil, scatter a little among the weeds or briars, on a stony place, or on a large stone with but little soil on it, along the paths where the soil is hard, and where the birds or chickens may pick it up, and thus let the children actually see the contrast between these and the seed in the good soil. It will give you

a basis for many future lessons on what are represented by the weeds, the stones, the beaten paths, etc., as taught in the Scriptures and in "Christ's Object Lessons." You may give these from day to day while the seeds are growing, and you will constantly have object lessons to illustrate and impress what you teach.

When you spade or plow the ground, question the children on the reasons for breaking and pulverizing the soil, and base your spiritual lessons on these reasons. (See "Christ's Object Lessons," pages 56-584. It is usually best to draw out the lessons after the work is done, so that you may have the whole attention of the pupils. The work itself can be done without much talking. When it is possible, have your pupils go out the next day after the lesson is developed, and do some more of the same kind of work. Then the lesson will connect itself with the work, and will not only be impressed more deeply, but will also remove the element of drudgery from the work.

The sowing, the germination, the growth, and the ripening of the seed, as well as the harvesting of the product, will afford numberless lessons of great interest to both teacher and pupil.

Let it be emphasized here that if the work in agriculture is faithfully carried out as suggested above, there will be no question but that all prejudice against introducing it into the school will be entirely removed. While the teacher should be diligent to gather all he can of principles and methods of plant culture, that he may conduct his gardening with intelligence and success, yet let him not be so concerned about this that he will not give sufficient thought to the development of the spiritual lessons, and so rob the child of "the better part." Books will aid much, but a careful study of the spiritual lessons will add intelligence in the care of plants. Much valuable help can be had by questioning successful farmers in the vicinity of your school. Do not be afraid of "exposing your ignorance" in seeking information; experienced farmers and gardeners will be led to see in your teaching something that they have not learned in their years of work, and that something is the best part of it.

Facilities: It is safe to say that in every school something can be done in agricultural work. Some schools will have a plot of ground for the purpose; others will have no land but the school yard; while there may be a few, in the cities, where it scarcely a square foot of land will be available. In the latter case, unless vacant lots can be secured, and in others where the climate may require it, much can be done with boxes, baskets, and pots. As far as possible, let the pupils have individual con-

tainers, even if they can not be more than six inches square, or pots for single plants. Or let two or three pupils have a larger one conjointly, the principal aim being to give each pupil individual responsibility, that individual results may be obtained.

Besides the individual boxes, have a box of larger size for observation. In this set apart one row, perhaps by number, to correspond to each individual box. Have each pupil plant his row in the observation box at the same time that he plants in his individual box, using the same kind of seed. Beginning at one end of this row, about twenty-four hours after planting, the pupil may take up a seed or two each day to watch the swelling of the seed by absorbing moisture, to watch the germination, the development of the roots, leaves, etc., day by day, until the plant is full grown. In this, as in all his work from the beginning let him keep a daily record of all he does and of his observations. Let his observations continue to the buds, the blossoms, the seed, and the fruit, until the plant has completed its round of life, and dies. Then he may watch the disintegration and return to the soil. If the teacher will impress, with Bible references and otherwise, the lessons suggested by these observations as the observations are made, and in the last stage will bring in such texts as 1 Peter 1: 24; Ps. 103: 15, 16; and Gen. 3: 19, a deep and solemn impression will be made on the most thoughtless, and the Spirit of God will flash conviction into their hearts. Ever afterward the lessons impressed will connect themselves with the care of plants. Where boxes and baskets are used, let the pupils make them wherever practicable. One school has shelves built both inside and outside the windows of the schoolroom. Boxes, baskets, and pots may be placed on these shelves, and the sun-shine regulated; or the baskets may be suspended somewhere in the room; all of which will add beauty and cheer to the room.

Most of the foregoing suggestions can be applied equally well to outdoor beds, having the individual and observation beds as suggested for boxes. Some teachers may be able to go home with the pupils and direct work in their own gardens. This would be a strength to the school work, and its importance can scarcely be overestimated.

As to what is produced in garden work, never let anything go to waste. Dispose of it in some way, by sale, or by gift to the needy or the sick. This will encourage missionary work. It would be better even to feed the produce to animals than to let it go to loss. If produce is sold, the proceeds should always be tithed, and the rest given to missionary enterprises or used for some needful supplies in the school. In some places garden and house plants may

be raised and sold for transplanting. Tomato, cabbage, lettuce, sweet potato, strawberry, and pansy plants, and others, may be thus raised to advantage: This kind of work will bring the quickest, and usually the largest, returns.

Not less than one hour a day should be devoted to industrial work. Some teachers expect to use more than that. Nothing will be lost from the mental work (Vol. 6, page 180), for such work reacts favorably upon the mind. Recess time may often be used for industrial work. Besides this, agriculture affords excellent material for work in numbers and language. After the day's work is done, and the lessons drawn, be sure to give the pupils an opportunity, either the same day or the next day, to tell what they did, why they did it as they did, and the lessons they learned from their work. Tell them to write it out for the next day. This will fix what they have learned, and it will be found that the children will see lessons that the teacher had not thought of. Give the Holy Spirit a chance to work.

Helpful Books: "Principles of Plant Culture," E. S. Goff, Madison, Wis. \$1.00.

"First Principles of Agriculture," Voorhees; Silver, Burdett & Co., Chicago, Ill. About \$1.00.

"Principles of Vegetable Gardening," Bailey; Orange, Judd & Co., Chicago, Ill. \$1.25.

"California Vegetables and How to Grow Them," Wickson; Pacific Rural Press, San Francisco, Cal. \$2.50.

List of Bulletins and Circulars, issued by the United States Department of Agriculture. Apply to Secretary of Agriculture, Washington, D. C. Free.

#### B.—Care of the Schoolroom

"That which trains the hand to helpfulness, and teaches the young to bear their share of life's burdens, is most effective in promoting the growth of mind and character."—Education, chapter on "Manual Training." Since this is true, it is evident that the work connected with the care of the schoolroom should be so planned that the pupils may assist in bearing these responsibilities, and thus receive that growth of mind and character which such labor imparts.

In this work, care should be taken to conduct it in such a way that it will not be a disagreeable burden to the child. It is not God's design that labor should be irksome. He has appointed our daily tasks as a blessing, and in the humble round of these common duties the child should learn to appreciate the true dignity of labor.

The teacher should remember that the schoolroom itself is having an influence on the character of the child. A dirty floor, dusty desks, clouded windows, rusty stove, untidy curtains, disorderly teacher's desk, and the like are not sights that should be placed before any one, much less before little children. By beholding we become changed, and especially is this true of little ones. Everything in the schoolroom should be a model of neatness and order, and if the children help to make it so, they will want to keep it so, nor will they be will-ing to have their own persons out of harmony with their sur-roundings.

In the performance of these duties, no hap-hazard, care-less work should be accepted, nor should a child be allowed to occupy an hour in doing work that he should accomplish in thirty minutes. He should be taught to apply his mind as well as his hand to the task, to work quickly, thoroughly, in-telligently, and conscientiously.

Some teachers have objected to doing this work because they were not suitably dressed for it, and for the same reason, some parents and chil-dren have objected. This reason is cer-tainly a good one, for to allow a child to be unsuitably dressed for any occasion is a wrong education. There is fitness in all things, and we should by no means ignore this fact. But the reason, though good, does not present a difficulty insurmount-able. A small dress-ing-room can easily be provided by cur-taining off a corner of the cloak room, and here those whose duty it is for the week to care for the schoolroom can make such changes in their apparel as are neces-sary. Thus all things may and should be done "de-cently and in order."

Some seem to think that if a schoolroom is mopped and thoroughly cleaned once a year, or once in two or three months, or, at the oftenest, once a month, it is all that can be expected. By what kind of logic can such a conclusion be reached? What tidy housekeeper would be willing to have her com-mon living room, the room in which all her daily work is done, cleaned only once a month? Once a week is never regarded as too often for thoroughly cleaning the workroom of the house, especially where there is a family of half a dozen chil-dren to run in and out day after day. And why, then, is once a week too often to clean the workroom of a family of from twenty to forty children? This general clean-ing need not necessarily be done on a school day, but it certainly should be done as often as once a week. "Cleanliness is next to godli-ness," and a clean schoolroom will surely have an elevating in-fluence on the morals of the children.

More than this, do we not daily ask Jesus and the angels to come and dwell in our school-rooms? And how can we ask this in faith if, at the same time, we would be ashamed to have the pres-ence of an earthly ruler? Surely any teacher and any class of children would be deeply concerned to have their schoolroom spotlessly clean and as in-venting as it is possible for them to make it if they were expecting a visit from the President of the United States, and shall we do less for the King of the universe, the One who is everything to us?

To facilitate and simplify this work, every schoolroom floor should be painted once or twice a year,—one coat twice a year is better than two coats once a year, and costs no more.

It is sometimes thought that sweeping and mopping is too heavy work for the little children. This may possibly be true in some few cases, but if one child six years old can mop her mother's painted kitchen floor at home, can not most children of that age assist in a similar work at school? If the work is properly planned, every child will want to have a part to act, and every one can be taught to be help-ful. For these little ones, and perhaps for older ones as well, small, ten-cent whisk-brooms can be pro-vided,—two or three for each row of desks, and one dust-pan for each row. At the close of the recita-tions for the day, fifteen or twenty minutes can be spent in putting the buildings in readiness for the next day's work, each child with his little broom sweeping all around his own desk. A dust-pan can be passed down each row, and the dust disposed of by the last one using the pan. Those who finish first may be allowed the privilege of sweep-ing around the teacher's desk or among the recitation benches, dusting the erasers, cleaning the black-boards; sweeping the entry, getting the kindling or shavings ready for the next morning, filling the woodbox, emptying the water pail, tidy-ing the wash-stand, etc. In this way all may have a part in the work, "and the spirit of fellowship and co-operation de-veloped will prove a lifelong blessing."

Then, when everything is quiet, dismiss the school with a bright, cheerful song of praise, or oc-casionally have a short talk with the children about sweeping, cleanliness of premises, etc. Tell them that our schools and our homes should be little models of heaven. Ask them if they know what the Bible says about sweeping. Perhaps some of the children can tell the parable of Jesus about sweep-ing a man's heart. Explain to them the meaning of this figure, and by teaching them to associate the act of sweeping with the work of the Holy Spirit upon the heart, they will never be satisfied to leave the cor-ners of the room or of their desks untouched. Then, too, this man's heart was not only swept, but

it was garnished. By example as well as precept, teach the meaning of this, and explain that every circumstance of our lives is a parable to teach us of heavenly things. Many other thoughts will suggest themselves to the mind as the teacher endeavors to follow out the Lord's instruction in this matter.

As the children march in an orderly line from the school-room and off the grounds, it will be with lessons of truth lingering in their minds and hearts, with a feeling of satisfaction that they have finished their work, and with a warm and strong attachment to the schoolroom they have assisted in beautifying. And the next morning, as they return, they will be more careful than ever not to track the floor, or litter it with bits of paper or pencil shavings; and they will gradually form the habit of taking a personal interest in caring for the room all through the day. And all this will have a reflex influence upon the homes of these children. It is a grand opportunity to teach many useful lessons. Try it, teachers.

#### C.—Paper and Simple Cardboard Work

First, let each child make six envelopes in which to preserve his work,—size, 10 by 12 inches; material, good quality manila paper; labeled as follows: No. 1, cardboard sewing; No. 2, cardboard perforating and embossing; No. 3, paper folding; No. 4, paper cutting (beauty forms); No. 5, free-hand paper cutting; No. 6, finished work. In addition to these labels, the owner's name should be written on each envelope.

#### I. CARDBOARD SEWING AND COLORING

Outline in appropriate-colored, split zephyrs pictures of flowers, leaves, fruit, birds, beasts, etc., such as are suggested by Bible and nature lessons. Teach the continuous outline stitch for cardboard work. Let the children color some of their pictures with colored crayons. Appropriate mottoes may sometimes be added, using words learned in the reader. For example: Picture of an open book with mottoes, "God loves me," "I love God." Make all the work practical by using each card when finished, for some useful purpose; as, book-mark, needle-work, blotter, card-case, shaving-paper holder, picture-frame, pin wheel, wall-pocket, calendar, match-scratch, outline maps, etc. In this exercise teach neatness, carefulness, names and choice of colors.

Material Required: (1) Patterns ready stamped on white cards, the places for stitches indicated by dots. These may be made by tracing the original pattern with hectograph ink, and duplicating on hectograph as many as needed. (2) Perforating pad for each pupil; size, 6 by 7 1/2 inches.

To make the pad, cut heavy binders' board and green felt the required size, and glue the felt to the board. One sheet of the cardboard and one-fourth yard of felt will be sufficient to make a dozen pads, and will cost about three cents each. These should be kept as the property of the school, and ought to last forever. (3) Perforating pin for each pupil. These may be obtained at any kindergarten store for thirty-five cents a dozen. (4) Case of different colored split zephyrs. Fifty cents' worth ought to last the school several years. (5) Blunt zephyr needle for each pupil. (6) Two or three ten-cent boxes of colored pastel crayons. (7) Two or three pieces of beeswax for waxing the ends of the yarn before threading the needle. (8) A few pairs of ten-cent kindergarten scissors. (9) A large envelope, as directed in preceding paragraph, for containing the work of each child.

#### II. CARDBOARD PERFORATING AND EMBOSSING

This work requires very close attention for little children, and therefore ought not to be given oftener than about once in two weeks.

Materials Required: (1) Any outline pattern or motto suggested for cardboard sewing is suitable for this work. (2) Perforating pads and pins the same as are used for cardboard sewing. (3) Large envelope, as previously directed, for holding the work. Transfer finished work to envelope No. 6.

#### III. PAPER-FOLDING (Simple folding and picture-frame series.)

By conversation and dictation teach square, oblong, right angle, acute angle, obtuse angle, diameter, diagonal, horizontal line, vertical line, parallel lines, etc: Insist on accuracy in folding, attention and obedience to dictation, and neatness in all the work. Remember that every lesson given is a lesson in character building. Encourage the child to invent new forms. Use "Picture-Frame Series" for picture-frames and other decorations.

Materials Required for Each Pupil: (1) One pair of kindergarten scissors. (2) About three cents' worth of colored paper cut into four-inch squares. (Secure paper of any printing house ready cut.) (3) About twenty pieces of manila paper, 9 by 11 inches. (4) Paste and small brush. (5) Large envelope, as previously directed, for holding the work. Transfer finished work to envelope No. 6.

#### IV. PAPER CUTTING AND, MOUNTING

For very little ones, cutting around outlines of pictures and drawings, and mounting these on manila paper.

Easy Forms: Squares, oblongs, triangles, circles, hexagon, octagon. The outlines are first

folded or drawn. While teaching the child to draw, cut and mount these forms, teach him to observe, draw, cut, and mount objects like the form; for example, square—basket, box, house; oblong—door, window, oblong leaves, banana; triangle—tent, triangular leaves; circle—peach, apple, orange, sun, round leaves; hexa-gon—top of footstool; octagon—face of clock

Beauty Forms: Use paper four inches square. Teach the eight-fold, and six-fold, cutting horizontal, vertical, slanting, and curved lines. About two hundred patterns of these beauty forms are given in kindergarten books on this occupation. They range from the very simple to those that are difficult enough to test the ability even of the teacher. The forms cut may be mounted on sheets of manila paper, 9 by 11 inches, and afterward fastened together in the form of a book. They may also be used to decorate useful articles made of card-board. See section D.

Materials Required: Same as under III. Transfer finished work to envelope No. 6.

#### **V. FREE-HAND PAPER CUTTING**

Cutting form of earth, birds, fish, sun, moon, stars, flowers, leaves, fruit, etc., as suggested in Bible and nature lessons. If possible, place the object itself before the child as he cuts. The first cut should be permanent, no trimming allowed. Mount on manila paper both the object cut and the remnant from which it is cut. This kind of paper cutting is another form of drawing, and develops close observation and accurate execution. Use the four-inch square paper.

Materials Required: Same as under III. Transfer finished work to envelope No. 6.

#### **VI. PAPER MODELING**

Forms to Be Made: Cube, square prism, triangular prism, cylindrical prism, hexagonal prism, octagonal prism, square pyramid, triangular pyramid, hexagonal pyramid, octagonal pyramid, cone. Others may be added if desired. These forms should be set up by means of paste, and not glue.

Materials Required: Ruler, lead-pencil, scissors, heavy manila paper, paste and brush, small shoe-box in which to preserve the material and work.

If desired, the teacher may have a "sample" envelope, book, or box, in which to preserve samples of the children's work.

Directions for Making Paste: Dissolve a teaspoonful of alum in a quart of warm water. When cold, stir in flour enough to give the consistency of

thick cream, being careful to beat up all the lumps. Throw in half a dozen cloves, and stir in as much powdered resin as will stand on a penny. Pour into the flour mixture a teacupful of boiling water, stirring well all the time. Let it remain on the stove a few minutes, and it will be of the consistency of mush. Pour it into an earthen or china vessel; let it cool, cover it, and put it in a cool place. When needed for use, soften a portion with warm water. It will last a year, and is better than gum, as it does not gloss the paper, and can be written upon.

Helps for the Teacher: "Paper and Scissors in the School-room," by Emily A. Weaver; 25 cents. "Paradise of Child-hood," by Edward Wicbe; paper covers, \$1.50; cloth covers, \$2.00. Both of these books may be obtained of Milton Bradley Co., in nearly any large city, or of any kindergarten store.

#### **SUGGESTIONS ON CORRELATED WORK FOR SECTION C**

In this study there is excellent material for number work, geography, spelling, language, nature, drawing, and spiritual lessons. These correlated subjects should not be taught separate from the principal subject, but in their natural connection, just as the child needs to know and use them. The teacher should study constantly not to distract the mind with a multiplicity of disconnected ideas, but to strengthen and develop it by teaching everything as parts of a symmetrical whole, remembering that by association both memory and judgment are cultivated.

Number Work: Teach counting and writing numbers; addition, subtraction, multiplication, and division of simple numbers, simple fractions, 1-2, 1-4, 2-4, 1-8, etc.; inch, square inch, foot, square foot, 1-2 inch, 1-4 inch, 1-8 inch, etc.; Roman notation; how to tell time on a clock; width, length, surface, and how to compute surface or square, oblong, and cylinder; height, capacity, and how to compute capacity of cube, square prism, cylindrical prism; dollars and cents; problems on total cost, when cost of items composing a finished article is given; to find the cost of several, when cost of one article is given; to find the gain or loss on articles sold. Other number work will be suggested to the alert teacher as the work progresses. Care should be exercised to develop the number work gradually and in harmony with the natural development of the child's mind. None of the number work should be undertaken apart from the object that forms the basis of the work. These early years of the child should not be given to abstract thought and reasoning. Correct ideas and right habits of thinking are the true basis of mathematical power, and to establish these should be the object sought with the little ones.

Spiritual Lessons: Of all lessons to be learned from the manual training, by far the most important are the lessons of spiritual truth. These we are instructed to teach "when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." We have also been told to "make everything upon which the pupil lays his hand a lesson in character building." The following are some of the elements of character that are woven into the child's life as he applies himself to his work, together with spiritual truths suggested: Attention. No pupil can follow direction if he does not know what that direction is; neither can we obey the Master Teacher if we do not listen to His "still small voice." Obedience. The work of the child will be marred if he does not follow directions exactly, and so it is in the Christian life. Carefulness in folding and cutting. Carelessness in any part of the work will mar the whole pattern. So in our lives; a careless habit affects the life work. Order in arranging the parts to compose the pattern. "Let everything be done . . . in order." Neatness. "Let everything be done decently." Patient industry. "In due season we shall reap if we faint not." A love for the beautiful and symmetrical in the choice of color and the arrangement of parts. The Lord made everything "pleasant to the eye." Economy, by using even the tiniest particles of paper to perfect the design. "Gather up the fragments, that nothing be lost." Even the little children are needed in God's great building, that it may be complete. No matter how sinful we are, if we give attention to the Great Teacher, if we obey His directions, if we are watchful and careful, if our lives are molded by His truth so that we desire to be neat and orderly for His sake, if we persevere unto the end, if we try to make our own lives a pleasure to others, if we do all these things, we, though small, shall be needed in God's great building to make it perfect. God needs us all, and we should not disappoint Him.

Geography and History: Oral instruction should be given by the teacher concerning the materials used,—the manufacture of paper, scissors, zephyr, beeswax, pins, needles, glue, paste, paste-brushes, lead-pencils, colors, crayons. Teach also the various uses made of these materials; their history; in what parts of the world they are extensively made, pointing out these places on the map; the probable journey they have taken in getting into the schoolroom, etc. If possible, accompany the children on a visit to a factory where some of these materials are made. Give only a little instruction at each lesson.

Oral Language: Review the instruction given in the previous recitation, requiring the pupil to

reproduce the thoughts, expressing them in well-formed sentences and in correct language.

Nature: Talk about the animals or plants to be embroidered,—when created, native home, color, uses, etc. Ask the children to find in nature and in the things about them the various forms studied; for example, cylindrical, square, and other prisms may be found in stems of plants; cubes and pyramids may be found in crystals; the stovepipe is a cylinder, some bottles conical in shape, while others are square prisms, etc. What shape is the schoolroom? the chimney? the stove? the pointer? your arm? In this study, teach the children to observe, and to think about the things they see.

Drawing: As the pupil studies the various forms in paper, he should be taught to make drawings of them. In most cases these drawings should be made with a ruler, according to dictated size.

Spelling: So far as the child needs to use the names of things in written work, he should learn to spell these words.

#### **ILLUSTRATIVE LESSON IN PAPER-FOLDING, INTRODUCING THE CORRELATED WORK**

(Give one piece of paper, four inches square, to each pupil.)

Teacher: How many pieces of paper have you, Myrtle? Myrtle: I have one piece of paper.

Teacher: All write the figure one (1) on your slates as I write it on the blackboard. Good. How many pieces of paper does this figure mean, class?

Class: It means one piece of paper.

Teacher: All hold up one hand; one pencil; one finger. —That is right. This same figure one (1) stands for one piece of paper, one hand, one pencil, one finger, or one of anything. Let me see how many can make the figure without looking at the board. You have all made it very nicely. That is the way we should do all our work—just the very best we can. How many sides, or surfaces, has the paper? You may all-together count with me, pointing to them as you count,—one, two. How many surfaces has the paper, Edna?

Edna: The paper has two surfaces.

Note.—Teach number two as one was taught.

Teacher: How many corners, or angles, has the paper? You may all count with me, pointing to them as you count—one, two, three, four. How many angles has the paper, Louis?

Louis: The paper has four angles.

Note.—Teach also the number of edges the paper has, and the length of each edge, showing the children how to measure inches with their rulers. Proceed slowly, and be sure that each pupil follows and understands every step.

Teacher: How many eyes has each of you?—Two. Yes, and your two eyes have been given you that you may give good attention to your work in school. Now, all watch me very closely while I fold this piece of paper on one of its diameters. See, I put the front edge of my paper exactly on top of the back edge, and the two front angles exactly on top of the two back angles, so. Now, with my left hand, I hold these angles and edges exactly together. I must be careful not to let them slip, because if they slip I could not fold a diameter; and with my right thumb nail I press the two parts of the paper together, so. (Teacher unfolds paper.) How many can see this crease across the paper? This crease is the diameter of the paper, because it is exactly in the middle of the paper. Let me see if you can all say the word “diam-eter.” All together—di-am-e-ter! Myrtle, say it. Edna, what is this crease called? Now you may all fold the diameter on your paper as I direct. You have all done very nicely. Into how many parts have we folded the paper, class?

Class: Two parts.

Teacher: And who can tell me how much of the paper one part is? Myrtle may tell.

Myrtle: One part is one half of the paper.

Note.—Drill on the idea one-half, and teach that one-half and one-half make the whole. Next lead the children to see that each piece of paper has two diameters, and direct them to fold the second diameter. Insist on exact work, and on each one following directions closely. From this fold teach the idea 1-4, 2-4, 3-4; also that 1-4 and 1-4 make 1-2, and that 4-4 are the whole. Next fold paper from the edges to the diameters until the paper is finally folded into sixteen small squares—square inches. Teach counting and writing of numbers to sixteen, and by turning the paper over, the counting and writing of numbers may be continued to 32. If the pupils are old enough, they may learn the idea of square inch as well as that of linear inch. Also that  $2 \times 2 = 4$ ;  $4 \times 2 = 8$ ;  $4 \times 3 = 12$ ;  $4 \times 4 = 16$ . Simple exercises in addition and sub-traction may also be given.

Give out another piece of paper—this time white—to each member of the class. Direct the pupils to fold the two diam-eters. From this, review the ideas 1-4, 2-4, 3-4, 4-4. Show the children a globe, and talk about the land and water on the globe. Then show them that 1-4 of the earth's surface is

land, and that 3-4 is water. Let the children color 1-4 of the paper green—the color of the grass and the trees on the land—and 3-4 a deep blue—the color of the sea. Review colors—red (color of the first paper), blue, green, white.

Teacher: Who knows what city spoken of in the Bible is the same shape as this piece of paper we have been folding? Think carefully. I am sure you have heard of the wonderful river that flows through this city—and of the streets of pure gold—and of the gates of pearl—and—O, now you remember. Well, Elma, what is the name of this city? Elma: The New Jerusalem has streets of gold, and the tree of life, and Jesus is there, too.

Teacher: Yes, that's the best of all, isn't it, to know that Jesus is there? And I wonder who else is going to be there sometime. Edna Knows. Who is it, Edna?

Edna: Jesus is making a home there for us, and if we obey Him here, we shall live with Him there sometime.

Teacher: Yes, and it won't be very long, either—only a little while. How nice it will be for us all to be there with Jesus! I want to do just what Jesus wants me to do every day, so that I may live with him, don't you? I am sure Jesus likes to hear us talk about the home He has gone to prepare, and He wants us to learn all we can about it. Now I am going to give you another piece of paper just like the one you have been folding, only a different color. I will give you a yellow piece this time, because that is the color of gold, and there is so much gold in the New Jerusalem. What is the color of the first piece of paper, Johnnie?

Johnnie: The first piece of paper is red.

Teacher: And what is the color of this piece of paper? Johnnie: This paper is yellow.

Teacher: Who sees or can think of something else that is yellow?

Class: A canary; a lemon; the ribbon on Alice's hair; the gold on the teacher's glasses.

Teacher: Yes, these are all yellow. And why did I give you yellow paper, Ruth?

Ruth: You gave us yellow paper because that is the color of gold, and the streets in the New Jerusalem are gold.

Teacher: That is right. I am glad that you remember so well. We must try to remember all we learn. The New Jerusalem is a very, very large city, but it is just the shape of this piece of paper. It is just as wide as it is long. It is a perfect square. (Dwell upon the idea of square, length, and width until you

are sure the children understand the meaning of these terms.) This city has three gates on every side—three gates on the north—all point to the north. Now lay your paper squarely on your desks and point to the edge of the paper that is toward the north. Good! The city has three gates on the east. (In the same way teach east, west, and south. Be sure that the children have clear and correct ideas of the directions before proceeding.) Leading to these gates were the main streets of the city. Then how many streets are there leading from east to west? From north to south? Yes, there are just three going each way. Look at the paper you folded last. How many folds go from east to west? from north to south?—Just three each way. Then these folds are in the same place on your paper as the streets in the city, aren't they? Now let us all together fold our paper so that we shall have the streets of the New Jerusalem. You may fold as I direct. Be very careful that you fold exactly right this time, or your work will not represent the perfect city of God. God always does His work just right, and that is the way He wants us to do our work. All ready! Fold the street that extends through the center of the city, from east to west. Good. Now fold the street that is south of this. That is right. The one north of it. In what directions do these streets extend, Edna?

Edna: They extend from east to west.

Teacher: How many streets extend from east to west, Louis?

Louis: Three.

Teacher: Louis forgot something. Who can answer correctly? Well, Myrtle.

Myrtle: There are three streets from east to west.

Teacher: Right. In all our answers we must remember to use complete sentences. Now, all together fold the street that goes through the middle of the city from north to south. Do not move your paper to do this. Good. Next fold the street east of this one. Now the one west of the middle street.

Be very careful to fold it just right. How many streets from north to south, class?—Three. From east to west?—Three. These streets divide the city into a number of other squares, don't they? I wonder who will be the first to tell me into how many squares the city is divided by these streets. Johnnie knows.

Johnnie: I have counted sixteen squares.

Teacher: Right. And these squares are on the surface of the city.

Now, listen closely, and we will learn how to find the surface of anything without taking time to count. How many squares long is the city, class?—Four. How many rows of these squares are there?—Four. Right. Then there are four rows of squares, and four squares in each row, four fours in all, and that makes how many? Sixteen. Once more, so that all will understand. How many squares long is the city?—Four; and how many rows of these squares are there?—Four. Right. Four squares long, and four rows wide, and four times four—the length times the width—are sixteen. So there are sixteen squares on the surface of the city. No matter what you want to find the surface of, if you know how long it is and how wide it is, its surface will always be the length times the width. (Teacher should now drill the children on finding the surface of small objects, or of squares and oblongs drawn on the blackboard, until the idea is clear to all. Before we close our work for to-day, we shall want to know how long these streets are. Every one think. How long is the longest street you ever saw in a city or town?—Myrtle.

Myrtle: It is three miles to the end of the street where I live.

Johnnie: The streets in Chicago are longer than that. My father says that some of the streets there are ten miles long.

Teacher: That is a long street, isn't it? And it would take you about four hours to walk from one end to the other, and, when you reached the farther end, I am sure you would be very tired. But the streets of the New Jerusalem are three hundred and seventy-five miles long, and it would take you nearly three weeks to walk from one end of the street to the other if you walked twenty miles every day. But we know that when we walk those streets of gold, we shall not become tired as we do now. That will be all for to-day. When you go to your seats, you may all copy these words on your slates (teacher assign the seat work given below), and then tell something about each one. With what should you begin each sentence?—A capital letter: And what should you place at the end of each one?—A period, if it is a telling sentence; a question mark, if it is a question; and an exclaiming mark, if it is an exclaiming sentence. Let me see how quickly and how quietly you can all get to work, and how nicely you can write all your letters and figures. (Class is dismissed.)

#### SEAT WORK

Spelling: Red, yellow, blue, green, white, paper, east, west, north, south, city, streets, gates, Jesus.

Language: Write sentences containing the spelling words.

Numbers: Write numbers from one to thirty-two. Give also simple operations in addition, subtraction, and multiplication, and combinations in simple fractions, such as have been drilled on in the class.

Drawing: Draw the New Jerusalem four inches square. Draw a square representing the water and the land of the earth, and color.

The above lesson is enough for a number of lessons for most little children. The teacher must always adapt the work to the needs of his own pupils. Other correlated exercises should be developed naturally and progressively as the work advances.

#### **D.—Cardboard Modeling**

This work should not be undertaken by children until they have had that outlined under C. The teacher should follow the natural order of sequence, leading the pupil from one material to another of larger capabilities, and from one operation to another requiring a higher degree of skill. The more simple models and useful articles comprised in cardboard modeling may be undertaken by the younger pupils who have had the training in paper work, but many of those suggested will provide abundant opportunity for training for the oldest pupils.

Cardboard Forms: These forms are exercises involving principles used in making useful articles of cardboard. It is not intended that they all shall be made by the pupil before he may be permitted to make some of the useful articles based on these principles. A few of the more simple forms should first be made that the principles may be thoroughly understood, and then these principles should be applied in the useful articles mentioned below. The forms need not be larger than is necessary for convenience in handling. The following is a list of the forms: Cube, quadrangular prism, triangular prism, cylindrical prism, hexagonal prism, octagonal prism, square pyramid, triangular pyramid, hexagonal pyramid, octagonal pyramid, cone, frustum.

Useful Articles Based on Above Forms: Cube—ribbon box with cover; quadrangular prism—glove or necktie box with cover, photo case, card case, envelope box, work-box, notion box; triangular prism—triangular pencil-box; cylindrical prism—collar and cuff box, match-scratcher, twine box; hexagonal prism—hexagonal music roll, hexagonal stamp box; octagonal prism—octagonal handkerchief box; square pyramid—button case; triangular pyramid—triangular hair receiver, calendar; hexagonal pyramid—calendar with two months on

each face of pyramid; octagonal pyramid—octagonal dried grass holder; cone—pincushion and thread case, cornucopia; frustum—lamp shade; miscellaneous—photo stand, whisk-broom case, comb case, slipper case, watch case, wall-pocket, trays, baskets, etc. These articles may be decorated by being embroidered with colored wools, beauty forms of paper cutting, colored borders, etc., as desired by the teacher and the pupil.

Materials Required: Common brown cardboard, colored paper to cover cardboard, cardboard that does not need to be covered, scissors or knife, ruler, pencil, compass, Page's glue, and paste.

Cardboard may be obtained for about fifty cents per dozen large sheets, two or three of which ought abundantly to supply any child for one year's work. Any printing house ought to be able to supply such cardboard as would be needed.

#### **SUGGESTIONS ON CORRELATED EXERCISES**

**Arithmetic:** Teach pupils to make out bills and orders for materials for stated number of articles, to receipt bills, etc. Require each pupil to keep his own cash account with the school, showing material used,—paper, pencils, books, etc.,—and require him to balance his account once a month. Penny account books, or any exercise books may be used for this purpose. Teach the pupil as much of the subject of mensuration as he needs to know in order to make out his bills and orders.

Language: Study of materials used; oral and written descriptions.

Geography: Locate on map places where materials used grow or are manufactured, etc., distance of these places from home, etc.

Drawing: Teach drawing to scale. Draw patterns of cardboard forms on paper before using cardboard. Draw finished model or article. From given measurements draw pattern. Use ruler for all this drawing, and make the work exact.

Watch for lessons in character building, and teach them when they are suggested by the work done.

#### **E.—Basket Work**

This line of industrial work is in some respects the most satisfactory of any here suggested. It affords a wonderful amount of training for both hand and eye, and is an excellent agent in developing many admirable traits of character. It is most too difficult for the little ones, but may be undertaken by all the older pupils. It should be preceded by the work outlined under C and D. The teacher

should not attempt to teach this until he himself has had a course of training under a competent instructor.

The making of raffia and reed baskets does not supply so much valuable training as does the making of splint baskets, but for the sake of variety, it may be taught if desired.

Every step of the work should be carefully and accurately performed, else wrong habits will be formed in the child. The teacher should ever keep in mind that the objective point in all this work is not the making of a beautiful basket, but the formation of a beautiful character.

**Basket Forms:** There is a great variety of forms over which the splint baskets may be made—square, oblong, round, octagonal with either perpendicular or slanting sides, or with sides part of which are one and part another. Any form given under D can be used in this work.

**Materials Required for Splint Baskets:** Card-board for forms, Page's glue, ruler divided into eighths, hard lead-pencil, white ash splints, paper for drafting patterns, heavy darning-needle and cord, scissors and pocket-knife.

Use Putnam's fadeless dyes for coloring splints. One dye water may be used several times.

Splints may be obtained of Milton Bradley Co. for about eighty cents a pound. One-half pound will probably supply one pupil for one year. If possible, the splints should be kept in a cool place, as they warp and become very troublesome if exposed to the heat.

**Help for Teachers:** "School without Books," by Mrs. Martha Stearns, gives some helpful suggestions for this work.

For materials for the raffia and reed baskets, send to Milton Bradley Co., for up-to-date price-list of materials. The book, "Basket Making," Book 1, of the "How to Do It" series, gives instruction in this work, and may be obtained of Montgomery Ward & Company, Chicago, Ill., for fifteen cents, or of Milton Bradley Co. for twenty-five cents.

## **F.—Sewing**

Every girl should be independent in the matter of her own sewing, and every boy ought to have sufficient understanding of the art to enable him to help himself in case of emergency.

In this, as in all other work, the child ought not to feel satisfied with any result that is not as nearly perfect as he is capable of making it. That he may be inspired-with this ambition, show him a single wild flower. Call his attention to the graceful

little leaves all finished off with such delicate fringes, the blossoms so carefully fastened to the stalks, and the seed vessels fitted so neatly. This is God's lesson in finishing off work well. He never leaves anything half done; not the tiniest little moss or weed has an end or an edge that is not beautifully ornamented and finished off. It is the same with shells, and even with the stones. God makes everything perfect to the last little atom, to show us how carefully we should work. We should not be satisfied with the things we make looking well in a rough, outside way; we should find pleasure in turning out work that will bear looking all through, as His work will.

**Principles of Sewing:** (1) How to handle needle and thimble; (2) hemming—joining thread, fastening on and off, folding and basting a hem, the stitch; (3) seaming—top-sewing, backstitching; (4) finishing seams—whipping, binding, felling; (5) sewing on a tape; (6) pleating and gathering; (7) making and setting a band; (8) patching on calico; (9) buttonholes and buttons; (10) sewing on hooks and eyes; tucking—running stitch, fastening on and off, joining; piping; (13) ornamental stitches used in plain needle-work—coral-and-feather-stitch, chain-stitch, fancy herring-bone stitch, cross-stitch, biassing, knotting, scalloping, hem-stitch, eyelet holes, smocking; (14) whipping and tying fringe; (15) darning—a thin place, a hole, Swiss darning; (16) patching and felling seams on flannel.

**Useful Articles in Which the Above Principles May Be Applied:** (1) Hemming—handkerchief; (2) seaming—(top sewing) nine-square quilt; (3) sewing on tape, backstitching, buttonhole and button—iron holder, hot-water bag cover; (4) making and setting band, running tucks, gathering—work -apron; (5) hemstitching—handkerchiefs, tray-cloth, etc; (6) tying fringe—on towels, tidies, etc.; (7) miscellaneous—stocking bag; shoebag; laundry bag; sewing bag; little boy's cap; pattern pockets; pin-cushion; duster set, including bag, duster, and cap; child's apron; novelty holders; clothes-pin bag; sofa pillow covers; head rests; traveling rolls; crazy patch-work; outline patterns on splashers, tidies, pillow-shanks, mats, doilies, etc.; braided rugs from carpet rags; doll's outfit, illustrating healthful dress—pair combinations, health waist and skirt combined, outside frock; for boys—hemming handkerchiefs, darning stockings, sewing on buttons, making a carpenter's work-apron.

**Materials Required for Each Pupil:** Needle; thimble; scissors; red thread, No. 40; one-half dozen buttons, about three-fourths inch in diameter, with two eyes, four eyes, hook, and covered button; small skein marking cotton for principle No. 13; piece of

soft, unbleached cotton cloth, one and one-half yards long and ten inches wide, for drill on principles Nos. 2-14 (This piece of cloth should not be cut except for seam drill, but should be used for practice on all principles of sewing. All the drill work on this strip should be done with red thread) ; about six inches of stocking web for No. 15; piece of flannel, five inches by ten inches, for No. 16.

Continue correlated work.

Help for Teachers: "Hapgood's Sewing," American Book Co., Chicago, or Elizabeth Roseveere's "Needlework for Schools."

### **G.—Chair Caning**

This line of industrial work is not only simple and practical, but it is the source of some income. In this, as in other lines of work, the pupil should be taught to keep a careful account of all money received and paid out. He should also be taught to tithe the income. The profits from earnings and sales may be used to help sustain the industrial department of the school, or in some missionary work.

Each pupil who undertakes this line of work should cane at least three chairs, using the common pattern. With industry, this may be accomplished in one year. A few very pretty fancy patterns may be taught at the discretion of the teacher, but not until the common pattern has been thoroughly learned. Exactness and care are just as important in this as in other work.

The cane should be hung in a cool place if possible, and thoroughly dampened just before using.

Continue correlated exercises.

Tools Required: One long, slender awl for each pupil, 10 cents; one ratchet brace for class, 75 cents; one 3-16 auger bit for class, 15 cents.

Kinds and Price of Cane: Superfine, fine-fine, fine, medium, coarse, all of which may be obtained for 75 cents per bunch of 1,000 feet. Binding cane costs 65 cents per bunch of 500 feet. In almost all cases the coarse cane may be used instead of the binding cane, and it is much cheaper. Medium and fine cane are the sizes most commonly used in seating chairs. When the superfine, fine-fine, or fine cane are used, the holes should be 7-16 of an inch apart; when the medium cane is used, the holes should be 5-8 of an inch apart; 3-4 inch for coarse cane.

Where to Obtain Cane: At any rattan works, or at most furniture stores.

Charges for Caning Chairs: For very small seats, 50 cents; for ordinary size seats, 75 cents; for backs of rockers, \$1.00; for very large and fine work, \$1.25. These prices may vary in different places.

### **H.—Woodwork**

Jesus "learned the carpenter's trade, and worked with His own hands in the little shop at Nazareth. . . . He was not willing to be defective in the handling of tools. He was perfect as a workman, as He was perfect in character. By precept and example, Christ has dignified useful labor."—Special Testimonies on Education, pp. 38, 39.

This branch of industrial work is intended for pupils not younger than twelve or thirteen years of age, and generally should not be undertaken until after having had at least some of the work in paper, cardboard, and basket making.

In introducing this work into the school, it should be the aim of the instructor to teach the pupil how to handle the tool; to give him a clear idea of how the tool operates, and what modifications it requires to adapt it to different uses, thus affording training not only for the hand and the eye, but for the attention and judgment as well; to observe the properties of the materials used, and to apply the elementary principles of mechanical drawing. Any pupil who applies himself energetically and perseveringly to this line of industrial work ought, after taking the entire course, to be well prepared to enter the carpenter's class in any of our colleges, or, if never permitted to attend college, he ought to have a good foundation for making almost any kind of household furniture in which wood is the material employed, and, if sent to a foreign field where he would not be able to secure many of the conveniences of his home, he ought to be prepared to make them himself, and also to teach others to make them.

In this, as in other lines of industry, the correlated exercises should be continued. In making measurements, in planning for material, in ordering material, in receipting bills, etc., will be found excellent opportunity for exercises in applied mathematics; drafting patterns is a valuable exercise in drawing; the work itself—planing, squaring, sawing, hammering, gluing, fitting, etc.,—affords lessons in spiritual experiences; while the material and the tools call for a study of nature, geography, and physics.

The following is a list of exercises in woodwork, all of which, except some of the more difficult joints, may be learned by a bright pupil in one year, working one hour a day: Planing, squaring, sawing,

nailing, gluing, chamfering, making different joints (abutting, block, square, bevel or mitre, dove-tail, mitre dovetail, lap dovetail, halving, lap tongue and groove, dowel, mortise and tenon), fitting hinges, sand paper-ing, oiling, puttying, shellacing, lettering, painting, gaug-ing, removing winding and warping, making and fitting a panel.

These principles may be applied in such useful articles as a pair of bench hooks, nail box (for use on the bench), molding-board, ironing-board, lap-board, drawing-board, salt-box, yardstick, T-square, rice box, lady's work-box, small bookcase with doors, bootblack stool with door and drawer, footstool, small table, knife and fork box, roller towel rack, brush and comb ease, small book rack, picture-frame, pencil-box, easel, screen, chair, step-ladder, small chest of drawers, music case, etc., etc.

Any pupil of ordinary ability who is old enough to handle tools ought to make about five of the simplest articles mentioned above the first year, taking hour-lessons four times a week. The articles to be made should be selected in their natural order, with reference to the principles involved. For any of the smaller articles, no expense for lumber need be incurred, if the pupils have access to old kerosene cases or other packing cases. And in the using of such material there is the additional advantage in that it gives such an excellent opportunity for teaching practical economy. In the use of this material the greatest of care should be exercised to remove all dust or nails before applying either a plane or a saw.

Tools Needed for Each Pupil: Cross-cut saw, hammer, jack-plane, try-square, pocket-knife, two-foot ruler, very hard lead-pencil for marking on wood, drawing book and No. 2 lead-pencil for paper work.

Tools Needed for Class: Rip-saw, back-saw, smooth-plane, block-plane, brace and bit, screw driver, nail sets, oil stone, oil can filled, chisels ( $\frac{1}{2}$ -inch,  $\frac{1}{4}$ -inch,  $\frac{1}{8}$ -inch, and 1-inch), clamp, chisel sharpener, plow, mallet, brad-awls ( $\frac{1}{8}$ -inch and 1-32-inch), can Page's glue, drawing knife.

One bench ten feet long and two feet six inches wide will furnish working room for four pupils. Such a bench should be provided with four vises, four bench stops, and four large drawers. In these drawers the pupil should keep his tools, and the material upon which he is working. No industrial material should ever be kept in the pupil's desk. A cupboard should be provided in a convenient place in the room where all these things should be kept when not in use. If this is not done, disorder is almost sure to come in.

In most cases it will not be found necessary to provide a special room for the industrial work, though such a room might be a convenience. If the regular schoolroom is large enough, there are some advantages in conducting the industrial work in this room. One mixed church school has a room 36x24 feet, in which are thirty-six single seats and desks, two large work-benches, a large cupboard, an organ, four small work-tables, besides the usual recitation bench, teacher's desk, chairs, etc. And in this room there seems to be no particular difficulty in conducting several lines of industry at one time.

In purchasing tools it will be found much cheaper to send to some large firm, such as Montgomery Ward & Co., Chicago, than to purchase in small stores. If the school is located in a place where the pupils can get plenty of chair caning to do, it is possible in one or two years for the school to earn enough to purchase its tools. In most cases it is best for the school to own all the tools, charging the pupil from five to ten cents a month for their natural wear and tear, and requiring him to replace any that he may break or seriously injure. If the pupil prefers to purchase his own tools instead of paying for the use of the school tools, it would certainly be proper for him to have this privilege.

Helps for the Teacher: "First Lessons in Wood Working," by Alfred G. Compton. May be obtained of Hinds & Noble, New York.

## **CHAPTER XIV**

### **ARITHMETIC AND KEEPING ACCOUNTS**

#### **Aim**

In the teaching of arithmetic the aim should be to give that instruction which best fits the student for practical life, and that which will aid him in studying the Word and works of God. As such it enters into and becomes a part of the Bible study and the nature study, but especially the manual training. In the study of mathematics, as in the pursuit of any other subject, a well-defined purpose should ever be kept in mind. The study of numbers, like that of spelling and language, should serve as a means to an end, and should not be made an end in itself. When separated from its natural connection, and made an end in itself, it is robbed of its true culture value, and to many pupils its pursuit then becomes a wearisome task. When used as a means, it occupies an important place in developing and strengthening the subject matter in all the principal lines of study. When correlated

in this way with the practical occupations of life and with Bible and nature study, it will be found to have the highest culture value in developing both the intellectual and the spiritual powers.

### **Elimination**

If the matter in the ordinary text-book on arithmetic is examined with the attainment of this aim in mind, it will be found that some of the subjects now included may be omitted without loss, and much new and useful matter may be substituted. It is therefore suggested that the following subjects be omitted: Greatest common divisor, except as suggested below in "notes on a" and "b;" compound proportion, cube root; much of the more complicated work in fractions, especially complex fractions involving large numbers; tables of troy and apothecaries' weight, which belong to the training for special professions, annual and compound interest; present worth and true discount; stocks and bonds; equation of payments and accounts of other than the merchants' or the United States rule for partial payments; ex-change (as taught) ; series and alligation. Longitude and time should be taught in connection with geography.

### **Time of Introduction**

It is unwise to begin the study of formal arithmetic during the earlier years of the pupil's school life, when the memory and not the reasoning faculties predominate. Up to the age of twelve years at least, number work should be brought in only incidentally, or when correlated with other subjects.

### **Hints on Correlation in the Earlier Years**

This work should include practice in the four fundamental operations; some knowledge of easy fractions—but only when studied concretely; a few of the more common measures of time, distance, value, weights, etc.,—when the knowledge of these is involved in some other study; simple work in computing area; the use of the ruler; the training of the eye in the judgment of length, surface, capacity, and the training of the muscular sense in the judgment of weights, etc.

This correlated work may be introduced naturally in Bible, nature study, and manual training, and will be remembered because it is used. For instance, in nature study, the length of the new growth in branches from various trees should be measured, and these lengths compared and combined in various problems; in Bible, Genesis 5 and 13 furnish interesting and instructive problems in chronology, which throw light upon Bible history; while manual training affords numberless examples in measurements, computing quantity and

cost, making out actual orders and bills, writing receipts, etc.

### **Outline of Work by Subjects**

- (a) Four fundamental operations, addition, subtraction, e, multiplication, division.
- (b) Common fractions.
- (c) Decimals, United States money, hills, simple accounts.
- (d) Compound numbers.
- (e) Mensuration.
- (f) Percentage: Introduction, review of common fractions and decimals; applications not involving time; tithing.
- (g) Interest and partial payments.
- (h) Ratio and simple proportion.
- (i) Square root: Applications in mensuration.
- (j) Simple bookkeeping.

It is suggested that, whether Winslow or Prince be the text-book used, subjects be emphasized as follows with constant reviews of work already gone over: (a) in the fourth year; (a), (b), and (c) in the fifth year; (d) and (e) in the sixth year; (f), (g), (h), (i), and (j) in the seventh year.

Note on a: This is the foundation for all subsequent work in mathematics, and can not be too thoroughly done. The time given to arithmetic in the first years of school life should be confined largely to the child's observations and inquiries in dealing with things, rather than with figures. The child should be directed in acquiring these sense experiences which he will need later in learning the names and parts of things; and in becoming familiar with the simple language of arithmetic. Much drill work, mental and written, should be given, till the pupil is able to add, subtract, multiply, and divide accurately and rapidly.

Especially should addition, as the basis of all other mathematical work, be well taught, with drill in adding long columns of figures. We are told in 2 Peter 1: 2-8, that the Lord has made addition the means of increasing our spiritual growth; if we will add to our faith virtue, temperance, etc., He will multiply grace and peace unto us. He has also promised to take away (subtract) our sins, and to give us the gifts of the Spirit, "dividing to every man severally as He will." These are the "fundamentals" of salvation.

Every new operation or combination should be introduced concretely, and, after the operation

is well understood by the child, it may be fixed permanently by abstract drills.

Teach carefully the meaning and the use of all terms involved in the fundamental operations, as sum, minuend, product, etc. In the mechanical part of the written work of these operations, no numbers except the result should be set down, all others being carried in the mind.

It should be shown clearly that multiplication is a short method of addition; and division, of subtraction. In subtraction, to "borrow" from the minuend and "pay back" to the subtrahend is bad arithmetic and bad morals.

Faithful and thorough drill on the multiplication tables promiscuously arranged, and the related tables of division, can not be given too thoroughly. To neglect this drill is to place the child where his future work in mathematics will be constantly marred with errors. The teacher should never forget that simple addition, subtraction, multiplication, and division are the foundation of all mathematics, and sufficient time and effort should be given for a thorough and complete mastery of these elements. Make clear the principle of multiplication—that the product is always of the same kind, or name, as the multiplicand, and that the multiplier is an abstract number.

Long division should never be permitted for numbers below twelve, and ability to handle larger numbers by short division may be acquired by a little practice. Attention should be given to the proper treatment of zeros in multiplication and division. The principles of factoring and, if desired, some knowledge of greatest common divisor, may be taught in connection with division. Whenever possible, correlate the work with other subjects, but, at this period, seek proficiency in the use of tools, for this will be of greater value later.

Note on b: Introduce and explain every principle and operation of common fractions by the use of objects or illustrations. Show that the denominator indicates the size, and the numerator the number of parts that have been added. Teach the second meaning of a fraction—an indicated division, the numerator being the dividend, and the denominator the divisor. This thought kept in mind will explain many of the operations and reductions.

Make clear the meaning of reduction—changing the form without changing the value. If the pupils are not able to grasp the reasons for all the operations, be content, at this period, with a knowledge of "how" rather than "why." But, if really understood, the operations will be remembered much better than when learned mechanically.

Teach least common multiple in connection with addition and subtraction of fractions, where it is practically used. Greatest common divisor is necessary in the reduction of large fractions to lowest terms, but these fractions are not practical, and may be omitted.

Teach cancellation as a method of reducing to lowest terms, but do not permit the too free use of cancellation when it is unnecessary. For example, in multiplication and division of fractions by whole numbers, the pupil should not supply the denominator one, and cancel, or invert this new fraction and then cancel, but instead, should learn to use the principles of multiplication and division. A fraction is multiplied by a whole number by dividing the denominator or by multiplying the numerator of the fraction by the whole number. A fraction is divided by a whole number by dividing the numerator or by multiplying the denominator of the fraction by the whole number.

Mixed quantities should not be reduced to improper fractions before multiplying, nor before dividing a mixed expression by a whole number. If the complex fraction is taught at all, it should be only as another mode of expressing division.

Note on c: Make clear that fractions in the decimal form are those common fractions whose denominators are some power of ten. Show that they may be written in the common form. Verify the rules for pointing by performing the operation when written in the common form. Drill much on reading and writing decimals, but remember that decimals of more than four places are seldom used. Use simple, practical problems involving analysis by a decimal solution, rather than much abstract work.

Teach United States money and tithing as practical applications of decimals. Bills should be studied in connection with United States money, and practice given in writing and receipting them. The pupil should also be taught how to keep a cash account, and required to keep one for himself.

Note on d: Make the work in compound numbers as concrete as possible, using the measures studied. For this purpose every school should be provided with a set of weights and measures. As suggested in the introduction, teach only practical and modern tables.

Distinguish between the dry and the liquid quart, the avoirdupois and the troy pound in grains.

Insist that every reduction in the early study of compound numbers be analyzed, and that all written work be put down in good form. Do not permit such expressions as  $4 \times 2$  bushels equals 8

pecks, or 2 x 4 qt. equals 8 qt. plus 2 qt. Insist upon truthfulness in oral and written expressions.

The study of the metric system of weights and measures is omitted here. It will be taken up in advanced arithmetic in the ninth year.

Note on e: Mensuration affords practical application of compound numbers. Use paper forms or drawings in class to illustrate the principles of area. In addition to this, every pupil should be required to make field measurements of length and surface, and practical measurements of capacity and volume. Teach the rectangle as the basis of all plane figures. Develop rules. Encourage original work. Use rectangular solid as basis of work in volume. Use wooden figures, or have pupils construct models of cardboard, to illustrate principles and develop rules. For further suggestions; see outline in manual training.

Teach only simpler principles at this time. Make work in application of mensuration, as papering, plastering and carpeting as practical as possible. Correlate the work with manual training; with Bible in the study of the ark, tabernacle, Solomon's temple, and the New Jerusalem; and with nature study in the subject of ventilation, etc.

Insist upon clear analysis of problems. Do not permit such expressions as 3 ft.x2ft. equals 6 sq. ft., or 2 ft. x3 ft. x4 ft. equals 24 en. ft.

Note on f: As an introduction to percentage, a thorough and systematic review of common and decimal fractions should be given. Reasons for every operation should now be insisted upon. This, with some work in the analysis of problems involving fractional parts, will make the study of percentage easy.

Teach the meaning of the term per cent, and use the various modes of expression—as common fraction, in the decimal form, and with the per cent sign. If necessary, use, objects and drawings to show the identity of the subject with fractional parts. Require the common per cents which are aliquot parts of 100 to be committed, and teach the use of whichever solution is most convenient. Avoid formulas and rules, and use no technical terms at first, that the pupil may be encouraged to think.

The first lessons in percentage proper—those involving questions relating to science—should, whenever possible, correlate with other work, as physiology and geography. Many problems in the ordinary “applications of percentage” are not practical, and tend too much to develop the spirit of commercialism. Teach sound business principles; and use only practical problems in profit and loss, commission and brokerage, and trade discount.

Insurance should be taught from the view-point of the Christian; taxes, customs, and duties from the view-point of civil government.

Note on g: Commercial paper should be studied, and practice given in writing notes, drafts, receipts, etc. Teach several methods of computing interest, as six per cent, day method, etc., then permit pupil to use that which is best adapted to the problems.

Present worth and true discount, like annual interest, are obsolete, while compound interest is illegal: If the United States' and merchants' rules for partial payments are well taught, these will be sufficient.

Note on h: Teach ratio as another expression for division. Show that 2 divided by three,  $2/3$ , and  $2 : 3$  mean the same. Teach inverse ratio, because of its frequent use in science. In the statement of simple proportion, cause and effect may be used, but better practice in reasoning is gained by making the third term like the required term, which is the fourth. The ordinary problems in compound proportion are not practical, and should be solved, if at all by analysis.

Note on i: A review on mensuration involving more figures should be given at this period. The study of the right triangle and of the relation of the hypotenuse to the other two sides makes necessary and practical the teaching of square root. As a further application, similar figures and the relation of their areas may be studied. Many of these problems are very practical, involving simple principles of carpentry, plumbing, etc.

Note on j: Simple bookkeeping should complete the work in arithmetic. This may be correlated with the manual training by having some pupil keep the books of that department, make out bills, etc.

General Note: Give regular and systematic drill in mental arithmetic every day. This may be along the line of written arithmetic and other subjects, or occasionally mere drill in rapid calculations. Be sure that all problems in mental drills are practical and not mere puzzles.

Rules instead of being learned from the experience of others, should be developed by the pupil himself. Developing rules and principles is one of the best means of cultivating exactness in oral and written language. As soon as the subject of numbers is taught, the pupil should be required to state the operation clearly, both in figures and by analysis of the operation performed. It would be difficult to lay too much stress on the necessity of clear-

ness and precision of analysis. Here, as in no other place, is the skill of the teacher manifest.

Books without answers are preferable, as the pupil then develops originality in reasoning, and accuracy in computation to a degree that is impossible when the answer of the book is the object sought.

Every new operation or combination should be introduced concretely, and after the operation is well understood by the child, it may be fixed permanently by abstract drills.

The spiral method of teaching arithmetic is recommended. For an application of this method, see Winslow's series of arithmetics.

The principles of algebra, as found in the simple equation, may with profit be taught in elementary arithmetic.

The need of a text-book in which the principles of arithmetic are developed in a natural, and rational, and practical manner is very apparent: therefore, an earnest appeal is made to all Christian teachers to preserve all problems and exercises in arithmetic which in the daily class work have been developed in connection with other subjects, that this need may be supplied by the combined talent and experience of practical teachers.

For outlines of the mathematical work above the eighth year, see any of our intermediate school or college catalogues.

## **CHAPTER XV**

### **ENGLISH**

"More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one's mother-tongue with ease and accuracy."—Education, p. 234.

"To acquire a few tongues is the labor of a few years; but to be eloquent in one is the labor of a life."—Anonymous. -

The term English includes reading, spelling, language study, oral drills on correct speech, and composition.

Language is either spoken or written. Spoken language is a true index of character, for "out of the abundance of the heart the month speaketh." The power of speech is God-given, and the importance of imparting such instruction that the child will prize and make proper use of this, talent can hardly be overestimated.

Written language enables one both to convey his own thoughts and to receive the thoughts conveyed by others. Through the medium of the printed page, both good and evil are opened to the child, and books, whether good or bad, act as great a part in the molding of a child's character as do companions. This truth is thus expressed by the Psalmist: "Thy word have I hid in my heart, that I might not sin against Thee." The teaching of language affords special opportunity to cultivate a taste for good literature and pure thought, and this is by no means of secondary importance.

Many older students, while perhaps understanding fairly well the rules of technical grammar, betray in their every-day conversation a lamentable lack of ability to speak the English language in purity and with effectiveness. Not only should an effort be made by the teacher to correct all grammatical and rhetorical errors of speech in both his own language and that of his pupils, but he should put forth an earnest and conscientious effort to teach by precept and by example the value of pure and refined expression. Nothing is of greater importance to the worker for God than the talent of elevated speech. It is a true index to the life, for "out of the abundance of the heart the month speaketh."

#### **READING**

The best definition of reading that can ever be given is found in Neh. 8: 8: "So they read in the book in the law of God distinctly, and gave the sense, and caused them to understand the reading." Let every teacher aim to reach the divine standard remembering that reading is the key to all the child's future knowledge.

The following suggestions on reading are given with the supposition that all teachers who use this MANUAL are also using "True Education Reader Series." These books are arranged in seven volumes. Books One to Six are for use in the corresponding grades; Book Seven may be used in the higher church-school grades, and is especially adapted for use in our intermediate schools and colleges.

For some time there have been in use by the teachers of this country, three prominent methods of teaching reading; viz., the Phonic Method, the Word Method, and the Sentence Method. Experience has shown that no one of these methods is complete, but that each is strong in some respects and weak in others. The Rational Method successfully combines the virtues of these three methods, and by this combination avoids their individual faults. The Word and Phonic Methods when used alone develop thoughtless, mechanical, hesitating

readers. The Sentence Method when combined with them counteracts these tendencies.

On the other hand, the Word and Sentence Methods fail to give the student a key to the language. The child is not trained to discover the pronunciation of words from its more elementary sounds. This lack is supplied by the Phonic Method.

The following outline is self-explanatory. The foundation work is grouped under four main heads—the phonograms, the sight words, sentence reading, and ear-training. This will • usually require from six to eight weeks; some teachers may need more. During this time the pupil has no book, and the teacher has only the blackboard and his own ingenuity to help him in his work. Be thorough, and willing to wait for results. Foundation work well done is always slow.

### **Aims of the Rational Method**

1. To develop independent and self-reliant readers.
2. To enable the child to read a greater amount in the same length of time, than by other methods.
3. To drill him so thoroughly in the phonetic principles of the language, during the first year and a half, that even though he be taken from school soon thereafter, his ability to read is assured.

### **Definitions of Terms Used in the Outline**

Phonogram. A written or printed representation of a sound, either simple or complex; as, f, e, l, ing, fight.

Sight word. A word that has been taught as a whole, and is therefore taught by sight alone.

Phonetic or blend word. A word to be read by means of its phonograms.

Word phonogram. A sight word used as a phonogram in the representation of a longer word; as, old in f-old, ail in f-ail, an in m-an.

Blend. The union or combination of sounds, simple, com-pound, or both, to form words.

### **The Foundation Work**

The foundation work consists of daily drill on phonograms, daily drill on sight words, drill on sentence reading, blend drills, and ear-training.

### **Daily Drill on Phonograms (Preparation for Phonetic Reading)**

1. Teach carefully the sounds of the first twelve phono-grams in the following order: s, e long, m, a long, i long, ing, o long, s like z, l, r, ight, er.

2. Teach the sounds of the letters, not their names; (names taught after first half year).

3. Be sure to pronounce the sounds correctly and insist on the children's doing so.

4. Teach no new sound until those formerly taught are thoroughly learned.

### **Method of Teaching Phonograms from the Blackboard**

Begin with s. Write it on the blackboard and tell the children what it is. Give sound, not name. Have them practise it awhile, then leave it. Many times during the day, ask them unexpectedly what it is. Next day teach e, then m, and so on. Change the relative positions of the letters on the board and frequently have short drills on them.

After four phonograms have been learned, place them on sight cards (made of stiff paper about four by six inches) for rapid drill. Script only is used during this stage of the work, (the first six or eight weeks). After the study of print is begun, the printed phonogram can be placed on the back of the card.

Help the children to remember the sounds of the phono-grams by associating them with drawings of animals or ob-jects; as, s with the snake, r with the dog, i with the eye, l with the bell, m with the cow. Have a row of the letters issuing from the object or animal's mouth.

To vary the drill, sound the phonogram and let the children write it, using proper phonetic marks.

### **Method of Teaching Phonograms from Sight Cards**

Taking the pupils in order, show each a phonogram; if he does not name it instantly, call out "tell," and have the others prompt him.

Let one pupil respond to the cards until he makes a mis-take or hesitates too long.

Let all respond together.

Note.—At first most of the pupils will miss; pay no at-tention to this. Keep up speed.

### **Daily Drill on Sight Words (Word Method)**

1. Teach from the blackboard using script characters only, the following sixty sight words: — Boy, see, the, me, do, I, can, God, is, good, light, made, it, cow, one, grass, you, am, day, like, he, now, too, so, no, night, in, not, air, first, was, all, does, who, let, are, there, be, water, over, love, him, and, well, green, herb, pretty, grow, here, how, any, stem, yellow, bud, nut, red, black, or, ill, as.

2. Use these words in short sentences from the beginning.

3. Teach s and ing forms of such of the sixty words as will permit it; as, boy, boys; love, loving.

4. As new words are taken up, place them on cards and drill as directed for phonograms. After the first sixty sight words are mastered, drop this; it becomes too burdensome.

### **Drill on Blend Words**

After the phonograms given in the lesson have been mastered, copy on the blackboard:

1. The words given for blend drill; or, if such lists are not given.

2. Words selected from the lesson, and containing more than four phonograms, with marks.

3. About a dozen of the shorter phonetic words, with marks.

4. Some words that are only partially marked.

5. Some words that are unmarked.

Give thorough drill on these lists, individually and in concert, giving, as a rule, the harder words to the bright pupils, and the easier ones to the dull pupils. Never tell a pupil a new word. Allow him the delight of discovering it for himself from its elementary phonograms.

Do not take the time of the recitation for copying the lists off the blackboard. Have this all ready beforehand. If you have not sufficient blackboard room to allow of such a plan, provide yourself with a piece of blackboard cloth for the purpose. This should be made into the form of a small chart, which can be hung up on the wall before the class, and removed at pleasure.

### **Drill on Sentence Reading (Sentence Method)**

1. Make sentences very short at first, but have many; several relating to the same subject.

2. After placing the sentence on the board, let the class study until they are ready to read it.

3. When they are ready, have the sentence read without hesitation, without break, and before you leave it, have them read it without looking at it.

4. Prepare and place on the board in advance, the sentences, noting carefully the new words to be introduced and the old ones to be reviewed.

5. During the first few weeks, phrases and sentences may be placed on sight cards for rapid drill.

6. Drill for expression and be sure that the pupil gets the thought.

### **Ear Training**

To be replaced by blend drill after the foundation work is done; i.e., after six or eight weeks.

1. The teacher sounds the phonogram for the pupil to discover the word; as, l-ight, n-ight.

2. The exercise is reversed, and the teacher pronounces the word slowly for the pupil to detect the phonograms.

Note.—This drill is purely oral; no blackboard or card drill is connected with it.

### **General Suggestions for the Foundation Work**

1. Review and drill constantly.

2. Do not attempt to carry on all four lines of work at each recitation. Two at a time is usually sufficient.

3. Make the transition from script to print the week or two before beginning reader; i. e., after about five or six weeks.

### **Methods of Transition**

Show similarity between script and print. Help the children to see that there is no real change here. The words are just the same; we only put new clothes on them, just as Mary and Tom put on new clothes when they go to Sabbath-school. Take words with which the children are familiar, and show how by adding a few marks to the print, it becomes script and by removing the same from script, it becomes print.

Place familiar sentences on the board, both in script and print, one just above the other. Let the pupils read first the script, then the print. Now erase the script and have them read the print; or cover the script and let the pupil see it only when he comes to a word in print that he does not know.

Place on the board a short sentence in print, then write in different places on the board the words of the sentence. Point to one of the words in script, have the pupils pronounce it and find the same word in the printed sentence. In the same way deal with all the words of the sentence.

After blackboard print has been pretty well mastered, choose a convenient sentence from the reader; write its words on the board in irregular order as before, have these script words pronounced,

then found in the sentence in the book. Keep this up until the pupils are familiar with book print.

When the pupils can read the print with but seldom reference to the script, they are ready for the book.

### **Book Work**

The book work consists of reading from the book, drill on phonograms, drill on sight words, blend drills, and articulation drills.

Some time should be given in every reading recitation to one or more of the drills, aside from book reading which now is given much of the time of the recitation.

Begin drill on new phonograms and sight words a day or two before reaching the lesson in which they are found.

Pupils above the first grade who have not received the training of the Rational Method, should be given the phono gram drill, the blend drill, and the articulation drill.

### **How to Conduct Articulation Drills**

Correct enunciation of all the phonograms is the basis of good articulation. But, aside from these drills, the most careful attention should be given to the elementary sounds of our language as they appear in the words used in the lesson. To conduct this drill, copy on the blackboard eight or ten words selected from the reading lesson. Let these words be such as are particularly liable to careless enunciation. Then drill on the correct articulation of these words until all can utter them distinctly and easily.

The articulation drills on words appearing in the lesson should frequently be supplemented by special drills for the purpose of overcoming common faults in pronunciation. Many of these drills are given in the readers.

### **Spelling, Writing, and the Alphabet**

Writing and spelling should begin soon after reading. Teach words from the reading lesson.

Do not teach oral spelling and the names of the letters during the first half year.

### **The Sentence Method**

The teacher writes on the board repeatedly a short sentence, as "I see," then asks the children to write it. After, by repeated copying, they can reproduce it without the copy, she adds a word and the sentence becomes, "I can see;" when this is mastered, the sentence, "Do see me" is taught, then, "I see the cow," etc.

The following twenty words are thus taught in sentences while the foundation work is being done: I, see, can, me, do, the, cow, a, you, now, God, is, good, are, not, am, he, all, made, grass.

When the children have thus learned to write and spell six or eight words in sentences, with and without the copy before them, considerable time is spent in teaching them to write the sentence from dictation. This will be slow and tedious work, but it secures valuable results if faithfully done.

The teaching of new words is again resumed but now two new words at a time are introduced, it having been learned that two new words can be taught with practically the same effort necessary for the teaching of one new word. The sentences, however, must be short.

After half a dozen additional words have been taught, dictation exercises again replace the word teaching.

Only during the latter part of the first half year should the sentences reach the length of six words.

While the teacher is dictating, the pupils should look at their instructor, not at their slates or papers, and begin writing only after the sentence has been spoken.

Do not repeat for the careless and forgetful student. Both members of a pair of homonyms should not be taught together before the third year, and then only the most familiar ones should be given. When given, they should be thoroughly taught.

During the first half year, about one hundred words should be taught by this (sentence) method.

### **The Series Method**

This method takes advantage of the common element that is found in such a series of words as the following: at, bat, cat, fat; or fun, gun, run. This, together with the Sentence Method, is used during the second and third half years of the child's school life.

Homonyms and useful words not occurring in a series of three or more, (i. e., where there are not three or more words in the series) should be taught by the Sentence Method.

### **Method of Teaching**

The teacher first selects the series, carefully excluding all words containing letters that have not been taught as phonograms, and words of which the pupils do not know the meaning.

Next, the names of all the letters found in the series of words are taught.

### **Model Lesson**

Write on the board the element in (or some other short element, as, at, or in). Use diacritical markings in helping the pupil to pronounce it; then erase and write without markings.

The lesson proceeds as follows:

Teacher: What is this, children?

Children : In.

T.—Close your eyes. How many remember how in looks? Raise your hands. Now open your eyes and write in on your tablets. (Those who have failed are given one more opportunity, and the lesson progresses.)

T.—What is this on the blackboard?

C. In.

T.—(Prefixing an s.) Now what is it?

C. Sin.

T.—Close your eyes. How many know how “sin” looks? Open your eyes and write it. (The teacher then prefixes t and b. The three words thus formed will be enough for beginners.)

Have work erased and let the children write the same words from dictation, without blackboard aid. Close with a lively drill on the oral spelling of these words.

### **Review frequently.**

Grade words carefully. Series in which the common element has three letters should not be used while series with two-letter elements, just as useful, still remain.

About the middle of the second year teach the letters in their alphabetical order, if the children have not already learned them in this order.

Other helpful suggestions are given in the preface to the readers themselves.

Probably many of the older pupils have never had the drills essential to smooth and easy reading. For this reason, a thorough review of all the phonetic elements of our language is given in Book III, and repeated in every succeeding book of the series. The teacher will need to devote much time, especially the first part of the year, to drills. At least five minutes of every reading lesson should be given to the following: Phonogram drills, blend drills, sight words, sight phrases, sight sentences, articulation drills, special drills. If five minutes is not sufficient time for these drills, a longer time should be used;

but the drills should be given thoroughly, whatever time it may require, and never should the reading be under-taken until the drills have been given.

If the reading work is successful, the teacher must make haste slowly. He should go only as fast and as far as he is sure the pupil is mastering the work, remembering that a little well done is worth much more than a great deal poorly done. His daily motto should be, “Not how much, but how well.”

### **SPELLING**

In the course of study outlined in this MANUAL, spelling is wholly a correlated subject in all grades below the seventh. In the seventh year, while still a correlated subject, it is also studied from a spelling-book in a separate class.

A rational system of education requires a child to learn only that which he needs to know and apply in his present daily experience. For this reason, he should study the words that he finds in his lessons from day to day, and that he must know before he can understand the subject he is studying.

In the first three years, reading is based upon the Bible and nature. The spelling consists of words used in the reading lessons, and during these years includes all the words the child needs in his written work, and in much of his oral work as well.

The subject should be taught largely by the rational or phonetic system of spelling. The lessons in Christian Educator Series, Books I, II, and III, are developed by this system, and, if thoroughly taught, will produce accurate and independent spellers, and, therefore, good sight readers.

Besides phonetic spelling, both oral and written spelling should find a place in the everyday work. An excellent method of conducting written spelling with the first two or three grades is by dictated short sentences. In this way the child learns spelling as a part of his language work—a double good being thus secured. The uniting of occasional lists of words is also profitable.

A brisk, lively exercise in oral spelling should form a part of nearly every recitation in school work. From three to five minutes spent regularly in this way will establish in the child the habit of observing closely all new words he meets in any study.

The practice of dividing words into syllables should be carefully cultivated.

Since Bible, nature, and reading are studied as separate subjects in the fourth, fifth, and sixth years, spelling is cor-related with each of these subjects. A spelling lesson is given with each lesson in the text-books in Bible and reading. These may be supplemented or changed if thought necessary. Lists of all new words found in the nature study should be made, and the words studied as in other classes. The teacher should not allow himself to neglect this simply because spelling lessons are not given in the nature text-book. The pupil is laying a foundation for all his future science study, and he should be acquiring an intelligent knowledge of the vocabulary he uses and will use to the end of his course.

In the seventh year, spelling is correlated with Bible, geography, and reading. Geographical names should be thoroughly taught. Many of them are difficult and require much drill and frequent review if mastered. In this year, spelling is also a separate subject. The pupil is now prepared to enlarge his vocabulary considerably, and may with profit take up lists of graded words such as are found in spelling-books and other works on orthography.

It is of little benefit to a child to learn to spell a word the meaning of which he does not know. He should be taught, therefore, the meanings of the words he studies, and their correct use in original sentences, either oral or written. If this exercise is made one of real value, care must be exercised that the word is used in such a way as to indicate its meaning. For instance, suppose the word "curiosity" is pronounced to a class. One pupil rather thoughtlessly writes, "I saw a great curiosity." Another writes, "A cow with four horns would be a great curiosity." Which pupil has best met the requirement? With a little persevering effort in this matter the teacher will be surprised to see how carefully and accurately the pupils will begin to use words. As a rule, these sentences should be prepared beforehand, and the recitation conducted orally.

Selecting texts of Scripture containing given words is also a very profitable exercise, as it helps the pupil to appreciate the force of the word in its scriptural connection.

The old-time custom of "spelling down" is certainly one of interest and value, and ought not to be omitted froth spell-ing drills. This is especially valuable in conducting weekly or monthly reviews. With this, the "spelling up" exercise may be coupled with profit. When a word is misspelled, allow one who has been spelled down to rise instantly and spell the word correctly. If he succeeds, he takes his place again in the class. No delay should be allowed in

this exercise; if no one who has been spelled down notices the error, let the teacher say "next" without waiting. This method holds the attention of those who are unfortunate enough to be spelled down, and gives them an opportunity of regaining their place in the class, and trying again.

There are a few subjects, such as arithmetic and industrial study, with which spelling is not mentioned as a correlated study, but it is to be understood that all new words in any and every subject are to be thoroughly studied. Workmen learning a trade are first required to study their tools, that they may be intelligent as to their mechanism and use. Words are tools; and the child should be taught that he can never build a beautiful structure of language until he has thoroughly learned the form and use of each of his tools.

### **Oral Drills on Correct Speech**

"No training gained through a knowledge of grammatical rules can be compared in importance with the study of language from a higher point of view." "The chief requisite of language is that it be pure and kind and true."—Education, pp. 234, 235. The teacher's speech ought to be a model of purity, in both a moral and a literary sense. "Death and life are in the power of the tongue." Prov. 18:21. "By thy words thou shalt be justified, and by thy words thou shalt be condemned." Matt. 12:37. The teacher's example will have a far greater effect on the child's speech than all his teaching by precept or rule. His unconscious influence is often much stronger than the conscious. His speech should be temperate, "Swear not at all." Matt. 5:34-37. Swearing includes all careless, useless, slangy words. He should tell the exact truth. ("Mount of Blessing," pages 96, 97). He should avoid all gossip. Psalm 15; "Education," pages 235, 236). The right use of the tongue is an index to perfection. James. 3: 2.

This work should be made of first importance, for it is the "chief requisite" in the language of the Christian. The teacher should be more concerned about this than about the correct form of his speech; for the latter does not compare in importance with the former. But he should not neglect the careful observance of correct form; for language that is pure and kind and true is spoiled of much of its power if expressed in faulty diction. The teacher, both in his practice and in his teaching, should get purity of thought and correct form in their proper order of importance and in their right relation to each other,—the one a fitting expression of the other.

Methods: There are three main considerations in determining methods in language teaching. (1) The importance and place of oral work; (2)

the development of a practical knowledge of the principles of language in sentence building and expression; (3) the securing of the greatest economy of effort and time and the most permanent results.

### **Oral Teaching**

We use oral language a hundredfold more than we do written language. Yet, as a matter of fact, oral work usually has much less attention in the schoolroom. As a consequence, students often pass through all the English work required, in even a college course, receiving good standings, and yet their speech is filled with the most common errors. Their faulty habits have not been corrected in practice.

Children form their habits of speech by imitating what they hear; and since what they have they have learned through the ear, it is plainly through the ear that the faults must be corrected. Merely explaining the error and having the pupil understand the principle violated is not sufficient. The habit must be broken up. The new form, which sounds strange to him at first, must be made to sound familiar and right. Then the incorrect form will sound wrong. Until this change is experienced, the fault is not really corrected. We are dependent upon the ear to accomplish this change. Persons who become deaf early in life, often lose their power of intelligible speech, because they lack the assistance of the ear in controlling their own voice in articulation. Therefore sufficient oral drill must be given on each correction of a fault to fix the right sound in the ear. With younger pupils it is not best to try to explain every case, or in very many cases, the principle on which the correction is based. They will take the teacher's word for the correct form, and then the proper drill can be given.

A good method of conducting oral work is illustrated in the following suggestive lesson:

I heard some one say this morning, "It's me." Is it right to say, "It's me"?—No. What is right?—"It is I." Yes, he should have said, "It is I." It is never right to say, "It is me." Jesus wants us to say everything just right. One time when some people saw Jesus in the dark, and did not know Him, and were afraid of Him, He said to them, "It is I; be not afraid." Jesus said it right, and you must say it that way, too. All say it together, "It is I." Say it again. Once more. Does that sound right to you?—No, it sounds queer. Well, it is right, and it will sound right to you if you say it often enough. How many have ever heard any one say, "It is I"? You listen for it, and see if you do not hear some one say it in that way, and tell me about it to-morrow. I will write it on the board; you may copy it. Now suppose you are talking about something that happened yesterday,

would you say, "It is I"?—No. What would you say?—"It was I." Would it be right to say, "It was me"?—No. All say it together the right way. Again, How would you say it to-day?—"It is I." How would you say it of what was true yesterday?—"It was I." How would you say it of what will be true to-morrow?—"It will be I." Well! that sounds the strangest of all, doesn't it? But it is right, and you must always say it that way. Now write, "It was I," and, "It will be I." Keep these words you have written, and before to-morrow I want you to say them over aloud many, many times. Put down a mark for every time you say them, so I may know how many times you have said them. When you say them over, listen carefully to your own voice, so the ear will learn it right, too, and that will help it to sound right. All say them together now, and listen carefully as you say them aloud. Do it that way for tomorrow. When you go home, ask your papa or mamma to find the place in the Bible where Jesus said, "It is I," and to tell you the story about it.

This lesson is simple enough for the youngest pupils, and may be given with profit to the oldest. If there is not time for two divisions of the school, give these exercises to all together. If there is time for separate divisions, adapt the exercise to the capacity of the older ones; but do not give too much to any one until each point is thoroughly drilled upon, even if it takes more than one exercise.

This kind of work must be done to correct in practice bad habits of speech that have already been formed, just as it is the first work of the Holy Spirit to convince of sin, to point out the right way of saying, "This is the way, walk ye in it," and then to help our infirmities when we try to walk in the right way.

From the foregoing suggestive lesson we may deduce the following plan of procedure:

1. So far as possible, select faults of speech that have actually been committed by some pupil.
2. Select the most common and simple ones first.
3. Introduce the fault and conduct the drill without using grammatical terms.
4. With younger pupils, do not explain the principle violated; with older ones, only when it can easily be done without using any technical language, the aim of this oral drill being primarily to correct the fault in practice.
5. In explaining reasons, appeal to and build upon what the pupil already knows. For example, in correcting the error of using *was* with *you*: Do you ever say, "You is"?—No. Then why should you

say, "You was"? What do you say instead of "You is"?—"You are." What should you say instead of "You was"?—"You were." Always?—Yes. You must never say, "You was." Then should you ever say, "Was you"?—No. Do we ever say, "Is you"?—No. Should we say, "Wasn't you"? or, "Was you not"? or, "You wasn't"? or, "You was not"?—No. Never use any of those forms; but always say what?—"You were;" "Were you?" "You weren't;" or, "You were not;" and "Weren't you?" or, "Were you not?"

6. Appoint the oral drill for the next day, always to be done aloud, and usually a definite number of times, the ear to listen attentively to the voice during the drill.

7. Concert drill at the next class exercise.

8. Assign written drill on the same, requiring repetition a definite number of times, as before. Suggest variations on the same correction, and ask the pupils to think of as many more as they can, writing them down in a list.

9. Have the written drill read aloud in the class, and verify the written variations brought in.

10. Dictate or write on the blackboard a number of short sentences involving the use of the correct form, leaving blank the place for the form itself, and require the pupils to fill in the blanks for the next day's exercise. For older pupils, throw in some sentences that will require them to use their judgment as to whether or not the principle being studied applies.

11. Verify the work brought in. Ask pupils to select from any book, magazine, or paper examples of the use of the correct form that is being studied, and write down a list of them, with references to where they found them. Also have them write down any examples of the same that they may hear others use. After these are brought in and verified, have them copied neatly in a book kept for this purpose.

12. Not until the work is thus thoroughly done should the teacher introduce the technical name for the form studied; and it is not necessary to do it even then; leave all that for subsequent work, and hold closely to the aim of this oral drill—to correct the fault in fact.

13. After the lesson has been developed like the foregoing suggestive one on the use of "I," it is well next to take up related misuses, such as substituting "he," "she," "we," "they," and "thou," for "I," and giving the same drill upon them. Then extend the practice to compound tense forms; such as, "It has been I," "It may have been I," "It ought to have been I," "It could not have been I," etc. Then substi-

tute again, "he," "she," "we," etc. Now branch out still more, and take such errors as, "for you and I," asked him and I," "let John and I," "may Alice and me?" "no one but he," "it was supposed to be me," etc. Continue this work until the correct use of "I," in ordinary conversation is quite well exploited.

14. For younger pupils, go through pronouns, verbs, and adjectives in this way; for older ones, go through all the parts of speech, and include some errors that are not strictly errors of form. The teacher who has never followed this plan will be surprised when he has gone through the parts of speech to find how large a part of the burden has already been lifted when he takes up sentence building and other subsequent work.

15. A carefully kept list notebook will be of much value to the pupil for reference and for reviews, in addition to the discipline received in making it.

Suggestive List of Faults: The following suggestive list of common errors to be corrected may be helpful, the majority of oral faults of form being in the use of pronouns, verbs, and adjectives. This list is by no means complete, but will suggest to the teacher faults that he will easily detect in the speech of the pupils. Use any grammar for your own reference, but do not bring any before the pupils:

1. See number thirteen above.

2. Who did you see? Who are you going to get? Who did they take him to be? Who is that for? Who do you think they will select? Tell me whom you think will go. Choose who you like. Give it to whomever is there.

3. No use of me trying. Heard of him coming home. By us being late.

4. Same mistake that I made. Hardest task which I ever undertook. That man that just came. Same boy as he was before.

5. Let every boy try their best. Neither he nor she saw their names. Each pupil should do their own work. Every person has their failing. No one should lose their temper.

6. The wind blowed it down. Judas hung himself. We laid down in the shade. All the wrong forms in past time of such verbs as "sit," "go," "run," "rise," "throw," "come," "burst," "do," "drink," "sing," etc. Give drills on these by giving the present form in a sentence, and having the pupils give the past form in the same sentence, and the form with "has" or "have;" and, further, by giving the active form in sentences, and having the pupils produce the passive form. This may first be done orally, and afterward by dictating some sentences for written work,

always having the written work brought to the class and read individually, till all the forms are corrected, and then in concert. To help the ear, require these to be practiced orally for the next exercise. Follow this with sentences containing blanks to be filled out, and let the form be supplied according to the sense of the connection.

7. It don't matter. He don't like to go. Father don't understand you. Make a special lesson on this misuse of don't, having the pupils look up examples of its correct use, and compose many short sentences of their own.

8. Can I have this? Can Mary sit with me? Make a lesson or two on the right use of "can" and "may."

9. I will be glad to see you. I will be ten years old to-morrow. O, I will never see him again! Will we be home soon? Drill on "will" and "shall."

10. I would like to go. I would be very sorry to leave you. What would we do without you? Lessons on "would" and "should." Do not leave these exercises until the correct form sounds right.

11. I intended to have gone yesterday. I meant to have seen him last night.

12. He said the sun was larger than the earth. Where did you say your house was? Harry said he was older than I was.

13. I wish I was at home. If it was mine I should keep it. Suppose you was a man, what would you do? If I come every day, I could do better.

14. Have either of you a pencil? He is one of the men who does what they promise. Every one of my books are lost. The committee was not agreed. Three quarters of a pound are enough.

15. O Lord, we ask You to bless us to-day. O Thou who made us all. Thou doest all things well.

16. I am feeling good this morning. How are you to-day? —Nicely, thank you. I see him most every day. We are not near through yet. I do not like these kind of apples. How sweetly this pink smells! This one goes on easy. How strange he acts. The wind blew real hard.

17. You can write plainer than I can. Who is the tallest, you or I? I have less miles to walk than you do. Which is the shortest way to go, around or over the bill?

18. Everything is already. When will you return again? Whenever you try, you always succeed.

Helps: For helps in this oral work, the teacher will find much material and some instruction in a little book called "Practical Exercises in

English," by Buehler, published by American Book Company, at fifty cents. Also "Slips of Speech," by Bechtel, published by Penn Publishing Company, Philadelphia, at fifty cents.

### **Sentence Building and Expression**

The principal study in this line will be correlated with the subject matter of the Christian Educator Reading Series; also with the "principal subjects" of the course of study. In the first three years in the church school, the work in reading is essentially language study; and, aside from capital letters, simple punctuation, and spelling, the principal development will come after the third year.

For reference the teacher may use any good book on grammar, composition, or rhetoric. The most natural and substantial method of teaching sentence structure and expression is in connection with the reading and study of literature itself. Language is a means, and not an end; and it should be used to aid in correct interpretation and in proper and adequate expression of what the pupil studies for mental and spiritual food.

### **Economy and Effectiveness**

It is confidently believed that the faithful carrying out of the foregoing principles and methods will secure the greatest economy of time and effort, and the most practical and lasting results.

### **LANGUAGE year Seven**

The oral language drills suggested above are planned especially for pupils in years one to six, who do not have a separate text-book in language. In the seventh year, these oral drills should be continued, but, in addition to them, Bell's "Language Series," No. 3, should be used as a text-book, the first half of the book being finished during this year.

### **COMPOSITION**

Composition study and practice should begin with the child as soon as he is capable of writing a thought expressed in two words, and should continue throughout the entire church-school course. Every written exercise of the pupil, in whatsoever subject, affords an opportunity for instruction in sentence building. Never should the teacher allow such an opportunity to pass, unimproved, for it is only by the most faithful, persevering effort that right habits of sentence building, care in the correct use of capitals, punctuation marks, etc., can be fixed.

During the earliest period of the child's school life, the composition work should consist of sentence building drawn entirely from the reader, and should include the following:

1. Copying sentences from the reader.
2. Completing elliptical sentences.
3. Writing simple telling, asking, and exclaiming sentences from dictation.
4. Writing answers to questions.
5. Writing original sentences containing given words.
6. In separate sentences, making several statements or exclamations, or writing questions, about some familiar object.
7. Use of capitals at the beginning of sentences, names of persons or places, I and O, names of the Deity.
8. Uses of period, question mark, and exclamation point at the end of sentences; quotation marks; and such uses of comma and other marks of punctuation as are learned in the reading lessons.

Following this beginning work, the pupil should learn:

1. The further use of capitals and punctuation marks, but only so far as he learns their meaning from the subject matter of the reading lesson.
2. To combine his thoughts into compound and simple forms of the complex sentence.
3. To observe logical sequence in the expression of thought.
4. Under the direction of the teacher, to make outlines of the subject matter of the reading and other lessons, and then reproduce from this outline the stories told in the reader, and, later, make them the basis of written reviews in other lines of study, such as Bible, nature, etc.
5. Copying poems from the reader, and later reproducing in original prose the thoughts contained in the poem.
6. Reproduce from memory a story read by the teacher.
7. Writing stories from "Bible and Nature Picture Sets" and other suggestive pictures.
8. Applying the principles learned in the "Oral Language Drills."
9. Arrangement of words and phrases, especially adverbial modifiers.
10. Meaning and use of paragraphs..
11. Choice of words.
12. Letter writing.

13. Descriptions of familiar objects and operations.

14. Compositions from original outlines—the subject to be concrete and familiar.

As soon as the pupil learns the idea of the paragraph, he should never undertake composition work without first pre-paring an outline, and then, in the development of the subject, the outline should be followed.

Every examination, and every piece of written class work, is a lesson in composition, and should be so regarded by the teacher. If, during the first five years of a child's school life, the teacher is persistent in this written work, the pupil's future composition work will be shorn of that dread which usually accompanies it.

While composition is correlated with other subjects during the whole period of the church school, it should by no means be made incidental or secondary. Definite and careful instruction should be given for every piece of written work required, and no careless work on the part of the pupil should ever be accepted.

A large part of the correction of this written work may and should be done in class, thus giving to all the benefit of necessary criticisms.

## **CHAPTER XVI**

### **DRILLS**

### **PENMANSHIP**

Probably no subject is so much neglected in the education of the youth as penmanship, and this is largely due to the inability of the teacher to give the proper instruction.

Rarely can a teacher be found who is able to execute beautiful writing, yet writing is one of those branches by which business men gauge the ability of an applicant desiring a position. How many times a position is lost or obtained through the hand writing alone!

Because proper attention is not given to this branch as formerly, springing up all over the land are institutions for the special purpose of teaching penmanship, business methods, and those things that are so much neglected in the common schools.

Penmanship includes plain and ornamental writing, pen drawing and flourishing, engrossing, lettering, etc., but in our elementary schools it should be confined to plain, business writing.

Any one having an idea of form, and possessing average intelligence, can, with perseverance, learn to write well. Three months, and often less, devoted entirely to penmanship will make finished penmen—penmen who can write not only a plain hand, but who can execute ornamental penmanship.

In order to write easily, one must give attention to necessary details.

Position is the first great essential. The front position or the slightly right-side position are to be preferred. A full side position is wrong. No position should be taken that will impede free movement. The feet should rest firmly on the floor. The body should be erect, but not touch either the desk or the back of the seat. The left hand should hold the paper above the writing. The right arm should rest naturally and easily on the table on the muscle between the wrist and the elbow. The only support for the hand should be the tip of the little finger. Never should the hand or the wrist touch the paper. The hand should roll on the little finger toward the writer until the penholder points about over the right shoulder.

When the proper position is taken, the pupil is ready for drill on movement. This will require much practice, patience, and perseverance. The chief object of this practice is to overcome a cramped finger movement, and cultivate a muscular movement. It is this muscular movement that gives the ease and grace which is so much admired in skilled penmen.

While movement is the great essential, constant care should be taken to improve the form. These three essentials—position, form and movement—should be kept constantly before the pupil.

The teacher should be well supplied with a variety of movement exercises on the short letters, and these should be the only letters used for the first three weeks. Of course, the principles and exercises of the capital letters should be made use of at the same time.

After the pupil can write the short-letter exercises with some ease, he should begin exercises on the extended letters, which employ the extended loop or the inverted loop, as found in the first two strokes of the l or last two of the j. The drill on the loop letters should be followed by drills on t, d, p, q, both with and without shading. Never should the pupil be allowed to practice on one exercise until he becomes tired, as this will hinder his progress.

The teacher should be able to execute quickly, nicely written forms and exercises on the

blackboard. Nothing will so inspire confidence in the pupil as to see the work done by the teacher. There is no inspiration in a copy-book with its cold cut copies. Let the teacher go from desk to desk, and taking the pen from the hand of the pupil, show him how to do the work.

One of the first evils to overcome is the habit of slowness, acquired probably from learning the copy-book method. From the start the pupil should learn to make each stroke quickly. In order to accomplish this, the teacher may count for the exercises and require the pupil to write with the time. For instance, if an exercise consisting of about six small "o's" in a group was being given, one count should be given to each one at the rate of about one hundred a minute. No shading should be used in this exercise.

As many do not understand how properly to conduct a drill in writing, it would be advisable for such to subscribe for a good penman's paper in which courses of penmanship are frequently given. The Business Educator, published by Zaner & Bloser, Columbus, Ohio, is most excellent. Those who for the past two years have attended certain of our teachers' institutes have seen these principles brought into actual practice.

The Spencerian writing chart and the script work in "Christian Educator Reading Series," Book I, should be used in teaching the child the forms of the letters. After this it is best to teach in part or wholly from the blackboard.

With the younger pupils, fifteen minutes is enough time for a lesson; with the pupils beyond the sixth year, about twenty-five to thirty minutes.

Nothing but the very best material should be used. The teacher should insist upon the pupils' having good black ink, a fine pen, as Spencerian No. 1, or Gillotte's 604, the best twelve-pound legal-cap paper, and a light-weight holder. No blotter is needed. With pupils in the first three years, work, a Gillotte's No. 404 pen should be used, as it is not too finely pointed. The paper should be torn off as needed, and not folded back, as it will not lie flat on the desk when thus folded.

Remember that with the observance of the above essentials, all else necessary to success are perseverance, patience, and practice, practice, practice.

## **DRAWING**

It has been said that drawing is merely an imitative study, one of minor branches; yet there is no study that develops the imaginative faculties, which include the inventive and constructive pow-

ers of the mind, to a greater extent than does the subject of drawing.

A noted teacher once said that if he wished to bring all manufacturing interests to a standstill, and stop the wheels of industry, he would call in all the draughtsmen. And this is true, since a working drawing must precede the construction of any object.

The object of drawing is not to make artists or draughtsmen, but to bring the child into closer sympathy with nature, and thus aid in a symmetrical development of all the faculties. In order to do this, the hand and the eye, as well as the mind, must be trained. They should be trained to cooperate, so that as the mind takes in the theory, the hand is able to put it into practice. Deftness acquired by the hand in drawing is needed in every form of manual labor where skill is required.

The act of copying accurately from drawings is but an aid to the accomplishment of that which is of greater value. This should be followed by object drawing, imaginative drawing, and memory drawing, in their natural sequence. Care should be taken not to burden the mind of the pupil to an extent that a barrier is placed between the idea and its expression.

Drawing is slow work only so long as the pupil does not know how, or has not thoroughly assimilated the principles involved. When these difficulties are removed, the work is no longer laborious and slow, but rapid, and affords the pupil corresponding pleasure.

A few hints of a practical nature are sometimes of great value and assistance to the teacher, especially where he has not given so thorough attention to the subject as is necessary to teach it successfully.

The teacher should remember that as the mind is the director of the hand, the hand can not be trained intelligently apart from a corresponding development of the mind. A mere knowledge of the rules and principles are put into practice.

Every teacher should be master of that portion of the subject under consideration for the day. He should be able to execute quickly and well, both on blackboard and paper, the work required of the class. He should have work systematically arranged for several lessons ahead, and each lesson should have a definite aim. In each day's work he should see that the pupil is familiar with the principles and their application.

A live teacher will have a live class, and the subject of drawing will be made exceedingly inter-

esting. The teacher must have confidence in his own ability.

In the first five years a class should not be continued longer than ten or twenty minutes, and but little longer in the sixth and seventh years. Do not expect great results at first, as the principal object is to get the child to try.

Nothing will so enliven a class as blackboard work; therefore it is advisable to have children at the blackboard for a considerable portion of the class time. Simple objects, such as the child is familiar with, should be used first.

Work in free-hand drawing for the first seven years is outlined below:—

#### First Year

Drawing simple forms of leaves; geometrical forms, as triangles, rectangles, ovals, etc.; trees; action drawings; two-handed drawings; apples; pears; outline of cabin (front view only). Combine two or more of the preceding.

#### Second Year

Drawing leaves, trees, apples, pears; two-handed drawings; several kinds and shapes of leaves; geometrical forms; cup, pails, etc. Illustrate comparative sizes of the above objects.

#### Third Year

Draw from objects; apple, pear, twig, ax, a broom, etc. Study different shapes and kinds of trees; simple outline of bird, and bird with head to left, to right; two handed drawing of vases, goblet, scroll designing. Combine with preceding year's work, noting comparative sizes of objects.

#### Fourth Year

Teach object drawing; memory drawing; two-handed drawing. Draw hat, cube, post, apples close together and in different positions, box in different positions; bird with head held high, then lower, and lower. Study proportion.

#### Fifth Year

Ideas of perspective by size and position, using balls, posts, trees, etc. Draw rectangular plinth, circular. Teach drawing of vegetables, fruits, etc.; combinations; box filled with fruit; bird sitting on a box, on a post; cylinder, upright, horizontal, and oblique. Make application of cylinder, as in log, stove-pipe, etc.

#### Sixth Year.

Teach use of technical terms, as center of vision, receding or vanishing lines, horizon, etc. Draw cubes below horizon, at right, left, and in front

of center of vision; above horizon; on horizon. Draw box at left of eye; front face removed; apple in box and on box. Draw box below horizon; boxes placed on this until it is above horizon. Teach oblique drawing and foreshortening. A large number of exercises can be made from the above, but they must be used in connection with other exercises. Make application as in basket, mallet, barn, etc. Teach the use of the cylinder in different positions with respect to the horizon and the vertical. Make applications as in the tumbler, hat, box, etc.

#### Seventh Year

Draw from the object a fence in perspective, some plain building. Draw from different positions. Draw from memory, cabin with horizon above, below, and medium in picture. Put in trees and surroundings. Draw a pier, bridge with an arch, one with two arches. Draw basket of fruit above horizon, below. Teach designing of simple forms, as scroll work for center pieces, corner pieces, or any decorations. Draw pattern, using for unit a rectangle, crescent, triangle, etc.

#### Eighth Year

Work in geometric drawings, such as prisms, mortise, joints, etc.; in simple working drawings; in drawing to a scale. Draw the human head, making separate drawings of the ear, mouth, nose, eyes, and chin.

The above outline of the eight years' work is merely a guide. It does not by any means give all the work to be done; but it does show the grading of the work. The teacher should use his judgment as to what his class is able to accomplish, and the order in which the exercises should be assigned.

He should insist upon the pupils' having the best of material to work with, remembering that first-class work can not be produced with second-class tools. A ruler should be used only to draw the receding, or vanishing lines, and these should be drawn very lightly. In the above outline nothing has been given on brush work, working in colors, or pen drawing. These should be introduced in the fifth or sixth year's work, and carried forward with the other work as outlined. These are valuable features which should not be omitted. They are rapidly being recognized as essential to a practical education, and every teacher should prepare himself to do this work.

Augsburg's Drawing Books, Nos. I, II, III, should be in the hands of every teacher of drawing. For the pen work, valuable exercises in lining, cross hatching, etc., with suggestions, see Augsburg's Book III.

## SACRED MUSIC

Maschil: This musical sign occurs in the titles of Psalms 32, 42, 44, 45, 52, 53, 54, 55, 74, 78, 88, 89, 142. The meaning is obscure. Its significance, where it occurs elsewhere than in the titles of psalms, is equivalent, in the English, to "instruction," or "to become wise by instruction," hence Ps. 47:7, "Sing ye praises with understanding."

Again we are admonished by Paul to "sing with the spirit," and "with the understanding also." 1 Cor. 14:15. And in Col, 3: 16 he says, "Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord." With this scriptural advice before us, shall we not obey the Lord, and take up music as a study, instead of making it a mere pastime? Shall we not enter upon this study in such a way as to give praise and glory to God, instead of learning foolish rote songs, which make our singing a farce and a burlesque?

Music is one of the deepest of sciences. It is as practical as any of them, and more so than most of them; for there is no gathering of the people, small or great, where music is not appropriate. This can be said of no other science. Then why should it not have equal time and place with other studies?

Any child who has the same opportunity for the study of music as for the study of other subjects should be able, by the time he reaches his teens, to read and sing new Sabbath-school or church music as readily as he reads any book or paper.

In music the pupil should be taught to do, as well as to see and hear. "What a man does he knows, and it is all he knows." To illustrate: A student understands mathematics only so far as he can apply the principles of that science; he is a Christian only so far as he practices the principles of Christianity; he has a knowledge of music only so far as his musical acts give him experience. All talk about mathematics, religion, or music that is not born of experience is not real knowledge. Knowledge is measured by one's ability to use his information.

## CHAPTER XVII

### DAILY PROGRAM

It is impossible ever for any one to give a daily school program that, in all respects, is suited to a school with which he is not thoroughly acquainted. A program should be a provision for the actual needs of the particular pupils of one's own

school, and these needs can be provided for only by a very careful study of the individual pupils.

In a mixed school of from thirty to forty pupils, it will seldom be necessary for every year's work in every subject to be provided for in the daily program. By a careful study of the pupils and their needs, it will be seen that different classes may be united without loss to the pupils. When two classes contain but few pupils, they may often, by skilful management, recite at the same period. This is especially true of arithmetic classes—one class may work at the board while another recites orally, and vice versa. All the classes in written spelling may recite at one period. It is never necessary to have more than three Bible classes, two nature classes, two or three arithmetic classes, four reading classes, for the whole school. Some classes, as penmanship and drawing, may alternate their work either by days or by weeks, but this method of keeping the number of classes small is not very satisfactory, and, therefore, is not recommended except in exceptional cases.

Recitation periods for the little children should be short, but frequent, while the older ones require longer periods, with longer study hours between. The very young pupils should not be required to sit too long at a time. These short periods should be interrupted not only by frequent recitations, but by blackboard exercises, manual training work, or short out-door periods, under the direction of some responsible person.

The following is suggested for use in a mixed church school :

### SUGGESTIVE PROGRAM FOR A MIXED SCHOOL

TIME	1ST YEAR	2D YEAR	3 D	4TH YEAR	5TH YEAR	6TH YEAR	7 T H	8TH YEAR
8 30— 8 45	8 45— 9 00	O p e n i n g Exercises						
9 00— 9 15	Bible & Nature (1)							
<b>Bible &amp; Hist.</b>	<b>Bi. &amp; Hist.</b>	<b>Bible</b>	<b>Bible</b>	<b>Bi.</b>				
9 15— 9 35	<b>Busy Work</b>	<b>Read&amp;Lan</b>						
<b>Read&amp;Lan</b>	Bible (2)							
<b>Bi. &amp; Hist.</b>	<b>Bi. &amp; Hist.</b>							
9 35— 9 55								
<b>B'rd Work</b>								
<b>Read&amp;Lan</b>								
<b>Read&amp;Lan</b>								
<b>Bible</b>	<b>Bible</b>							

<b>Bible</b>	Bi. & El. G. His		
(3) Bi & US. H			
955—10 05	Read. & Lang:	<b>Board Work</b>	
<b>Read&amp;Lan</b>	<b>Read&amp;Lan</b>	<b>Read&amp;Lan</b>	<b>Reading</b>
1005—1015	<b>Busy Work</b>	Read. & Lang.	<b>B'rd</b>
<b>Work</b>	<b>Read&amp;Lan</b>	<b>Read&amp;Lan</b>	<b>Read&amp;Lan</b>
<b>Reading</b>			
1015—1030	<b>Busy Work</b>	Reading and Lan-	
guage	<b>Read&amp;Lan</b>	<b>Language</b>	
<b>Language</b>	<b>Arithmetic</b>		
1030—10 55	Gardening or	Recreation (4)	
1055—1105	Read. & Spell.	<b>Read&amp;Spel</b>	
<b>Read &amp; Spel</b>	<b>Arithmetic</b>	<b>Arithmetic</b>	
<b>Arithmetic</b>	<b>Arithmetic</b>		
1105—11 25	<b>Seat Work</b>	<b>Read &amp; Spel</b>	
<b>Read &amp; Spel</b>	Arithmetic (5)	<b>Arithmetic</b>	
<b>Arithmetic</b>	<b>Arithmetic</b>		
1125—11 35	<b>Seat Work</b>	Read. & Spell.	
<b>B'rd Work</b>	<b>Arithmetic</b>	<b>Arithmetic</b>	
<b>Arithmetic</b>	<b>Arithmetic</b>		
1135—11 55	<b>Work</b>	<b>Busy Work</b>	<b>B'rd</b>
<b>Read&amp;Spel</b>	Arith.		<b>Nature</b>
<b>Study</b>	Arith. (6)		<b>a n d</b>
1155—12 10	Read. & Spell	<b>Busy Work</b>	<b>B'rd Work</b>
<b>guage</b>	<b>Nature Study</b>	<b>Language</b>	<b>Nat'r St'dy Lan-</b>
1210—12 30	Manual Training and Numbers		
(15)	<b>Nature Study</b>		
<b>Nat'r St'dy</b>	<b>Geography or Physiol</b>		
1230— 1 00	Dismissal of I, II, and III		
Noon Hour			
1 00— 1 40	Manual Training		
140— 155	Music & Dr awing (7)		
1 55— 2 10	Nature with Physiology & Geog. (8)	Geography or Physiol	
2 10— 2 30	Spelling	Spelling	
Spelling	Geography ( 9)	Physiol.	
2 30— 2 50	Spelling	Reading & Lang. (10)	Spelling
Spelling	Reading & Lang. (10)	Spelling	Spelling
2 50— 3 00	Written Spell. (11)		
300— 330	Dismissal of IV, V, VI	Lang. (12)	Language
330— 340	Read. (13)		
340— 350	Care of Room (14)		

• Light type indicates recitation periods; bold type indicates study periods.

Explanations of Daily Program

The numbers in parentheses refer to the following ex-planatory remarks:

1. The Bible and Nature in years 1, 2, and 3, covering the same general ground, can readily be adapted for the needs of the pupils.

2. The Bible for years 4, 5, and 6, will be taught respectively every third year. By this plan of rotation, these three grades can easily recite together.

3. By the same plan of rotation the Bible and History for grades 7 and 9 recite together—the work alternating by years.

4. When the weather is unsuitable for outdoor gardening, window gardening may sometimes be substituted. If it is necessary to substitute a recreation period during a part of the year, it might be better to have two ten-minute exercise periods during the forenoon session instead of one long period.

5. Arithmetic 4 and 5 may recite at the same time, one class at the board, the other at recitation, and vice versa on alternate days or at the discretion of the teacher. These classes do not do the same work.

6. Arithmetic 6 and 7 alternate with arithmetic 8. Six and seven work together in the same way as do four and five.

7. Music and Drawing may alternate either by days or by Weeks at the discretion of the teacher.

8. The Nature for 4, 5, and 6 should rotate in the same manner as the Bible for these years.

9. Geography and Physiology for years 7 and 8 rotate, alternating by year.

10. The subjects of Reading and Language for years 5 and 6 (as well as in all the preceding years) correlate.

11. Besides these classes in written spelling, the subject of spelling correlates with all other subjects.

12. Language in years 7 and 8 alternates.

13. Reading classes in 7 and 8 do the same work

14. Grades I, II, and III should care for their part of the room before dismissal; so also with Grades IV, V, and VI.

15. Manual Training and Numbers correlate in Grades I, II, and III.

Note.—The use of the hectograph in preparing work for classes has often been referred to on previous pages. That teachers may be saved the

unnecessary expense of purchasing a hectograph, the following recipe for making one is here given:

### **Hectograph Recipe**

Good grade of glue or gelatine, 3 1-2 ounces; glycerine, 16 ounces; water, 12 ounces. Soak the glue in the 12 ounces of cold water until it is pliable. Pour off all the water that is not absorbed by the glue. Heat the glue in a double boiler. Heat the glycerine until it nearly boils (do not heat it too hot) and pour it into the heated glue. Pour all into a shallow pan about 9 x 11 inches, and set in a cool level place to harden.

While hot, remove all bubbles on the surface, by drawing over it the edge of a stiff paper, or by pouring on a little alcohol. After hardening it is ready for use.

In hot weather a little more glue should be used in the mixture. In a very warm climate, three-quarters of an ounce of kaolin or pipeclay may be added.

Directions for Use: Prepare the copy to be duplicated, with hectograph ink, or on the typewriter, with hectograph ribbon, using good surfaced paper. Violet ink is the most satisfactory color. Slightly moisten the surface of the gelatine plate with a soft cloth or sponge, on which carefully lay the copy face down, leaving it about one minute. Work out all the air puffs from under the paper by rubbing them to one side. When the copy is lifted, an impression is left on the surface of the gelatine. Apply blank sheets of paper in quick succession until the desired number of copies is secured.

Wash off the surplus ink with a soft cloth dipped in warm water, if some of the ink remains, it will absorb in ten or twelve hours. If the surface becomes rough or broken, melt the gelatine over a slow fire and set away to harden. Keep the hectograph in a cool place, as even the sun will melt the gelatine. If the ink spreads, the pad has been moistened too much.

## **CHAPTER XVIII**

### **BOOKS AND SCHOOL LIBRARY**

“Should Christ enter our institutions for the education of the youth, He would cleanse them as He cleansed the temple, banishing many things that have a defiling influence. Many of the books which the youth study would be expelled, and their

places would be filled by others that would inculcate substantial knowledge, and abound in sentiments which might be treasured in the heart, in precepts that might govern the conduct. “—Christian Education, p. 71.

“Man’s words, if of any value, echo the words of God. In the education of youth, they should never take the place of the divine Word.

“Cold philosophical speculations, and scientific research in which God is not acknowledged, are a positive injury. And the evil is aggravated, when, as is often the case, books placed in the hands of the young, accepted as authority, and depended upon in their education, are from authors avowedly infidel. Throughout all the thoughts presented by these men, their poisonous sentiments are interwoven. The study of such books is like handling black coals; a student can not be undefiled in mind who thinks along the line of skepticism.” —Special Testimonies on Education. pp. 54, 55.

“Many books have been introduced into the schools which never should have been placed there. These books do not in any sense voice the words of John, ‘Behold the Lamb of God, which taketh away the sins of the world.’ The whole line of study in our schools should be to prepare a people for the fixture immortal life.”—Special Testimonies on Education, p. 232.

“Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity. The class of studies which are positively essential in the formation of character to give them a preparation for the future life should be kept ever before them.”—Special Testimonies on Education, p. 230.

“The Bible is not to be tested by men’s ideas of science, but science is to be brought to the test of the unerring stand-ard.

“Yet the study of the sciences is not to be neglected. Books must be used for this purpose; but they should be in harmony with the Bible, for that is the standard. Books of this character should take the place of many of those now in the hands of students. “—Special Testimonies on Education, pp. 56, 57.

## BOOKS FOR STUDENTS

Regular text-books and helps supplied by the student.

### GRADE PRICE :

	Mrs. McKibben’s Bible Lessons, Book One (In press)	4, 5
	Mrs. McKibben’s Bible Lessons, Book Two (In preparation)	6, 8
\$1.00	Studies in Gospel History (Kern)	9
4	Bible Nature Series, Book One (In press)	
	Bible Nature Series, Book Two (In preparation)	5
	Bible Nature Series, Book Three (In preparation)	6
1.40	Morton’s Advanced Geography	7
.80	Second Book in Physiology (Kellogg)	8
	Bible Nature Studies, complete volume (Cady)	9 \$1.00
.40	Nature Study Notebook, No. 1	4
.40	Nature Study Notebook, No. 2	5
.40	Nature Study Notebook, No. 3	6
9	Nature Study Notebook, complete volume	.85
1	True Education Reader Series, Book 1	.75
2	True Education Reader Series, Book 2	.75
3	True Education Reader Series, Book 3	.90
	True Education Reader Series, Book 4 (In preparation)	4
5	True Education Reader Series, Book 5	1.00
	True Education Reader Series, Book 6 (In preparation)	6
above 7	True Education Reader Series, Book 7	1.00
.65	Bell’s Language Series, No. 2	7
.80	Bell’s Language Series, No. 3	8
	Essentials of English (Rine)	9 .75

	Bell's Language Series, No. 4	10
1.25		
	The above books may be obtained of your tract society, or any of our denominational publishing houses.	
	Augsburg's Drawing Tablets or Cards (Ed. Pub. Co.)	1-8
	Smith's Music Reader	1-8 .35
1-8	Spencerian Copy Books (Am. Bk. Co.)	
10	Hill's Foundations of Rhetoric (Am. Bk. Co.)	1.00
10	Buehler's Exercises in English (Am. Bk. Co.)	.50

The last five books may be obtained of your local dealer.

#### BOOKS FOR PARENTS

	Church-School Manual	\$ .50
	Education (White)	1.25
	Christ's Object Lessons (White)	1.40
1.00	Testimonies for the Church, Vol. 6 (White)	
	Principles of True Science (White)	.75
	The House We Live In (Farnsworth)	1.00
	Desire of Ages, trade edition (White)	1.50
	Great Controversy (White)	2.75
1.25	Story of Daniel the Prophet (Haskell)	
	Seer of Patmos (Haskell)	1.25
1.50	Thoughts on Daniel and Revelation (Smith)	
	The Great Second Advent Movement (Loughborough)	1.25
	Early Writings (White)	.75
	Living Fountains or Broken Cisterns (Sutherland)	1.25
	The above books may be obtained of your tract society, or any of our denominational publishing houses.	
Co.	The Child's Book of Nature (Hooker) Am. Bk. Co.	1.00
	Bible Teachings in Nature (McMillan) McMillan & Co	1.50

65	Living Creatures (Monteith) Am. Bk. Co	
Co	Plants and Their Children (Dana) Am. Bk. Co	65
	Child Training (Trumbull)	1.00
	The last five books may be obtained of your local book dealer.	

#### BOOKS FOR TEACHERS

	All Books in Students' and Parents' Lists	
	NAME	PUBLISHERS PRICE
Book Co	Smith's Old Testament History	A m . \$1.25
ald	Smith's Bible Dictionary	Review & Herald 1.00
Funk &	A Hundred Years of Missions (Leonard)	Wagnall's Co 1.00
ald	Empires of the Bible (Jones)	Review & Herald 1.50
	Great Empires of Prophecy (Jones)	Review & Herald 2.00
	Great Nations of To-day (Jones)	Review & Herald 25
Pub. Co	Marvel of Nations (Smith)	Pac. Press 1.25
	Steele's Fourteen Weeks in Physics	1.00
	Steele's New Descriptive Astronomy	1.00
	Bible Nature Studies, complete vol. (Cady)	.Pac. Press Pub. Co 1.00
.80	First Principles of Agriculture (Voorhees)	
& Co	Among Country Schools (Kern)	G i n n 1.25
Press	School Gardening (Huffman)	Union College 10
Weaver)	Paper and Scissors in the Schoolroom (E. A. Milton Bradley Co	25
1.50	School Without Books (Martha Stearns)	
lain)	Paper and Cardboard Work (A. H. Chamberlain)	Whitaker & Ray Co 25
	Scientific Sewing and Garment Cutting (Wakeman and Heller)	Silver, Burdett & Co 50
	First Lessons in Wood Working (Alfred Cr. Compton)	30

Theory and Practice of Teaching (Page) ;  
postage, 8c Book Supply Co 80

School Management (White); postage, 10c.  
Book Supply Co 90

Art of Study (White) Am. Book Co 1.00

Turning Points in Teaching (D. G. Murphy)  
; postage, 6c Book Supply Co 40

Psychology (Baldwin) ; postage, 10c B o o k  
Supply Co 1.05

Compayre's History of Pedagogy (Payne) .D.  
C. Heath & Co 1.75

Talks on Pedagogics (Parker) ; postage, 10c.  
Book Supply Co .80

Teachers' Manual of Instruction in the  
Method of Reading (Ward) Silver, Burdett & Co  
40

Augsburg's Drawing Books I, II, III E d .  
Pub. Co. each 75

### **BOOKS FOR SCHOOL LIBRARY**

All Books in Parents' and Teachers' Lists

Grade One.

Our Little Folks' Bible Nature  
(Sanders).Review & Herald 25

Bible Reader. No. 1 (Sutherland) P a c .  
Press Pub. Co 35

Out Doors (L. D. Welsh) Ed. Pub. Co  
30

Robert Louis Stevenson's Poems  
Scribner & Sons

Pets and Companions (Stickney); postage,  
4c Book Supply Co 27

Some of Our Friends (L. D. Welsh); postage,  
5c Book Supply Co 24

Plant Life (Bass); postage, 5c Book Supply  
Co 22

Grades Two and Three

Bible Reader, No. 2 (Sutherland) P a c .  
Press Pub. Co 40

Snow Baby (Perry) Frederick A. Stokes  
Co 50

Seven Little Sisters (Jane Andrews) G a n n  
4. Co 50

Each and All (Jane Andrews) Ginn & Co  
50

Animal Life (Bass) D. C. Heath & Co  
25

First Book of Birds (Miller) ; postage, 8c  
Book Supply Co 54

Bonny Prince (Marion Sewell) ; postage, 7c.  
Book Supply Co 28

The House We Live In (Farnsworth) P a c .  
Press. Pub. Co... 1.00

Uncle Ben's Cobblestones (Miller) P a c .  
Press. Pub. Co... 1.00

Glimpses of the World (Larkin Dunton); post-  
age 3e Book Supply Co 33

Grades Four and Five

Bible, Reader, No. 3 (Sutherland) P a c .  
Press Pub. Co 50

Stories of Industry, Vol. 1 (Chase and Clow);  
postage, 8c Book Supply Co 32

Five Little Strangers Am. Book Co 40

Eddy's Friends and Helpers .... G i n n  
& Co 60

History of My Friends (E. Achard) ; postage,  
8c Book Supply Co 32

Ways of Wood Folk (W. J. Long) G i n n  
& Co 40

Hardy's Sea Stories Ginn & Co 40

Black Beauty (Anna Sewell); postage 10c.  
Book Supply Co 25

Boys and Boys Church Missionary Soc.

Girls and Girls Church Missionary  
Soc.

Duke; postage, 5c Book Supply Co  
24

Child's Book of Nature (Hooker) A m .  
Book Co 1.00

Friends in Feathers and Fur (Johnnot); post-  
age, 5c Book Supply Co 27

Plants and Their Children (Dana); postage  
6c, Book Supply Co 59

Industries of To-day (M. A. L. Lane) G i n n  
& Co 25

Ten Boys on the Road (Jane Andrews) ; post-  
age, 5c Book Supply Co 45

Our Feathered Friends (Grinnel) P . C.  
Heath & Co 30

Our Garden Neighbors (Reed)	P a c .	Wide World (Youths' Com. Series)	G i n n
Press Pub. Co 1.00		& Co 25	
How We Are Fed (Chamberlain)		Toward Rising Sun ( Youths' Corn. Series)	Ginn & Co 25
McMillan Co 40		Steps to Christ (White)	Review & Her-
Familiar Animals and Their Wild Kindred		ald 50	
(Monteith) Am. Book Co 50		Great Stone Face	Am. Book Co
Colliery Jim; postage, 6c	Book Supply	Handy Book for Boys (Beard)	Scribner &
Co 32		Sons 2.00	
Easy Steps in the Bible Story (Cooper)		Handy Book for Girls (Beard)	Scribner &
Review & Herald 50		Sons 2.00	
Grades Six and Seven		Sermon Stories for Boys and Girls (Banks).	Funk & Wagnalls Co 1.00
Triumph of Science (M. A. L. Lase)	G i n n	Christ's Object Lessons (White)	P a c .
& Co 30		Press Pub. Co 1.25	
How We Are Sheltered (Chamberlain)		Desire of Ages, trade edition (White)	P a c .
McMillan Co		Press Pub. Co 1.50	
Big People and Little People (Shaw); postage,		Story of Daniel the Prophet (Haskell)	
4c Book Supply Co 27		Review & Herald 1.25	
Tommy Tompkins in Korea (L. Underwood)		Seer of Patmos (Haskell)	Review & Her-
Young Peoples Mis. Co.		ald 1.25	
Carpenters' Geographical Readers: A m .		Twelve Little Pilgrims Who Stayed at Home	Young Peoples Mix. Co.
Book Co		Fifty Missionary Stories	F. H. Revell Co
Asia 60		60	
Europe 70		Pilgrim's Progress	P. H. Revell Co
North America 60		50	
South America 60		The Coming King	Pac. Press Pub. Co
Africa 60		1.00	
Australia and Islands 60		Life of Joseph Bates	Review & Herald
Mother Nature's Children (A. W. Gould)		35	
Ginn & Co. ... 60		Among the Northern Icebergs	P a c .
Glimpse of the Animate World (J. Johnnot) .		Press Pub. Co 50	
Am. Book Co 1.00		David Livingston; postage, 12c	B o o k
How We Are Clothed (Chamberlain)		Supply Co 40	
McMillan Co.		Letters from the Holy Land	Poe. Press
Stories of Industry, Vol. 2 (Chase and Clow);		Pub. Co 50	
postage, 8c Book Supply Co 32		Early Writings (White)	Pac. Press
Alice's Visits to the Hawaiian Islands (Krout)		Pub. Co 75	
Am. Book Co 45		Life of William Miller	Review & Herald
Two Girls in China	Am. Book Co 45	Fiji and Samoa	Pac. Press Pub. Co
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