

Christian

CAMPAIGN
NUMBER

*A Magazine for
Home and School*

Educator

Volume 9 ————— JUNE, 1918 ————— Number 10

Where is Thy Flock?

“Where is the flock that was given thee, thy beautiful flock?”

OUR EDUCATIONAL GOAL

Every Seventh-day Adventist Boy and
Girl in Our Own Schools

Every Student in Our Schools a Worker

COMING

“Watchman, what of the night? The watchman
said: The morning cometh, and
also the night.”

Work, for the Night is Coming

Published Monthly by

THE REVIEW AND HERALD PUBLISHING ASSOCIATION
WASHINGTON, D. C.



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For Particulars Address the President of

Emmanuel Missionary College
Berrien Springs, Michigan

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EDUCATION POSTERS

Church, School, and Office size, 14 x 20.

Individual Home size, 10 x 14.

The wording on these posters is the same as appears on the first cover page of this magazine.



PART OF THE "BEAUTIFUL FLOCK" ARE NOW WITHIN THESE FOLDS. LET US GATHER ALL THE CHILDREN IN

CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., JUNE, 1918

No. 10

CLARION CALL FOR RECRUITS

RECRUIITS for the mission field! Recruits for the homeland! Recruits for our schools! This is the threefold appeal of the times we live in, of the message we are giving, of the world-task we have undertaken.

No man goeth on a warfare who doth not first reckon whether with 10,000 he be able to overcome 20,000 of those who are against him. We have made the reckoning, and find the task to be the invasion of the enemy's land of a billion and a half to reach "every creature" with the offer of gospel liberty. But our army of invasion is yet far too small. The Macedonian cry, "Come over and help us!" is reaching our ears from every corner of the earth, at home and abroad, but our response can now be only to the few.

THE OTHER HALF

We have the recruiting stations and training camps---our schools. But the output is too meager. In North America alone we have enlisted 18,000 of suitable age---6 to 26. But this is not more than half of our potential man power. It is the OTHER HALF that we want, and must have. In the spirit of the gospel we must go out and "compel them to come in." Like the twelve and the seventy of old, we must go from house to house in our solicitude and our solicitation.

Hence the slogan of our campaign for recruits---

Every S. D. A. home personally visited

Hence the double goal of our campaign---

Every S. D. A. Boy and Girl in Our Own Schools

Every Student in Our Schools a Worker

Our Imperative Needs

AROUSEMENT: To a fuller appreciation of what it means to be a Seventh-day Adventist in these ominous times.

To a better understanding of what is involved in the evangelization of the world in this generation—the entire consecration of ourselves, our children, and our money.

To a keener sense of the difference between education in our own schools and that in secular schools:

The One points to heaven as our final home;
The Other does not look beyond this earth.
The One leads into the service of God and humanity;
The Other into the service of self and the world.
The One aims at character building and soul-winning;
The Other aims at money, position, and honor-getting.
The One binds our youth to the advent movement;
The Other lures them away to temporal benefits.
The One gathers our children into the fold of safety;
The Other leaves them to the wolves of the wilderness.

MEN, MEANS, MONEY: But the greatest of these three needs is MEN. We are not overstocked with *money*, but it has flowed into the treasury at a rate unequalled before. A vast deal more will be needed, and it will be forthcoming. The gift of a quarter million dollars will be repeated, and will be swollen to a half million, as the Spirit of God moves upon the people to give.

We have the *means*: schools, publishing houses, sanitariums, effective organization. These are all increasing in capacity and efficiency as the needs demand. A Spirit-filled, cosmopolitan literature is ready and multiplying. Our means promise to be adequate.

But the one great need that cries aloud is the NEED of MEN. Our homes and our schools must supply them.

DILIGENCE AND EARNESTNESS: We need to put forth more energy, and we *can*. We have not yet realized the fulness of Peter's exhortation to *give all diligence* to the performance of our world-embracing task.

We need to overcome our indifference to the demands of our profession as a remnant people giving the last message to a perishing world. We must grapple with our world-problem in *dead earnest*. Tremendous, unprecedented earnestness must actuate us as laborers together with God for the speedy finishing of the work.

Arousement, men, earnestness, but the greatest of these three imperative needs is SPIRIT-FILLED, EDUCATED MEN.

A Plea to Our Youth

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

The Problems in Our Work

Reasons Why Our Schools Must Do a Much Larger Service in Qualifying Laborers to Finish the Work

BY A. G. DANIELLS

As we look into the future of our work, we see some problems that bulk large on the horizon. They are of paramount importance; they are fundamental to the success of our great undertaking to evangelize the world.

A Strong Evangelism

Chief among these problems is a strong, spiritual, efficient evangelism. This preaching of the gospel has always been the most important and successful way of winning men and women to Christ. That is still the most effective method of reaching hearts. Our opportunities in this line of endeavor seem greater today than ever before.

Our Large Cities

We are all acquainted with the stirring messages that came to us through the Spirit of prophecy a few years ago in behalf of the masses gathered in our large cities. These cities seemed like so many mighty Jerichoes, whose walls we could neither scale nor throw down. But aroused by oft-repeated and most urgent messages, we applied ourselves to the great undertaking. Our efforts have been blessed of God. We have made good headway. We are getting inside the ramparts, and today the outlook is most encouraging.

Native Evangelism

But equally great with our city evangelism, are the opportunities of our native workers in many of our mission fields. A volume could be written on the marvelous work done by our native converts who have become efficient preachers of the gospel. Unprecedented opportunities lie before us for the rapid extension of our work in this direction. The training, the direction, and the support of all the native laborers are questions of great importance to the men in charge of these great mission fields.

The Production and Circulation of Literature

We all agree that next in importance to the living preacher in the proclamation of the gospel is the printed page. We have made marvelous progress in this line of work. The production of suitable literature for the many races among whom we are working, the training of native converts to circulate the literature, and the follow-up work, are questions only partly solved so far. The editing and circulating of our weekly papers, monthly magazines, and special or emergency papers, are features of this work that should be given close study. *The development of editorial talent* in both home and foreign fields is now a matter of very great importance to the proclamation of our message.

Our Educational Work

Inseparably connected with the ministry and the literature, is the education of our young people for all phases of our comprehensive work. If ever educational methods should be simple, practical, rapid, and efficient, this is the hour. Time is limited and is speeding away. The field is the whole wide world. The education given in our schools should qualify our young people to meet successfully the situation just as we find it in all the world.

We must resolutely reject every false notion of education. It is our privilege to stand in the front ranks of educational reformers. The education we impart to our young people day by day should of itself be transforming and regenerating. It should grip them mentally, morally, and physically for the most useful, practical duties of life wherever they may be placed.

We must therefore press on to the highest ideals of a true Christian education for all our young people.

The Mission Outlook

Reasons Why Our Home Bases Must be Built Still More Strongly, and Our Schools Greatly Increase the Supply of Men

BY W. A. SPICER

THE story that our delegates told us at the General Conference is as stirring a tale of the workings of the power and providence of God in mission fields as ever the church has listened to since those apostolic missionaries came back to Antioch and "rehearsed all that God had done with them, and how he had opened the door of faith unto the Gentiles." We listened with glowing hearts as the representatives of our missionaries told us what God had been doing with them during these years in the regions beyond. As we looked into their faces, our minds saw visioned beyond them a sea of faces turned toward our meeting from the four quarters of the earth,—the faces of the army of missionaries left behind at the task in the far fields.

War Does Not Stop the Message

Every year, save one, of our last Conference term, has been a year of raging war. Yet everywhere souls have been won to Christ and his truth. Never for an instant has the closing gospel message of Revelation 14 halted in its flight toward all peoples and tongues. As the message of the prophecy is preached, upspringing from the four quarters of the earth come the people of the prophecy,—those who "keep the commandments of God, and the faith of Jesus." Rev. 14:12.

Believers Multiplying

Year by year, during this Conference term, we have welcomed the new believers as they have come, of many tribes and tongues,—12,000 in a year, 14,000 in a year; yes, and 17,000 in one year,—newly converted souls, hearing the call of God in the message of the judgment hour, and sweeping into our ranks to join in lifting to a yet higher note the loud cry of the great threefold message.

In four years the record shows 55,626 new believers baptized. And this is short of the full number by several thousand, as the report for the European Division for 1916 is not included.

Of these multitudes baptized, more than half were in the North American Division, the oldest field in our work,—a cheering token of the fruitfulness of the older fields. There were 26,193 baptisms reported in lands abroad.

Missionaries Sent Out

At the last General Conference we told of "nearly one hundred missionaries a year" sent out. The total for that four-year period was 372, the largest, of course, in our short history. Now, with the war for three years shutting off missionary departures from the great European Division, we have to report 483 new missionaries sent forth during the four years, or well above the hundred a year. In the full five years of this prolonged Conference term, 542 of our brethren and sisters have gone out to carry the message into regions beyond.

The Hand of God at Work

It really is a marvelous thing we are seeing—these large numbers going out year after year from so small a constituency. The like has not been seen, we judge, since apostolic days. How is it done? The treasurer's report shows how the gifts have kept coming in from believers and churches, conferences, unions, and divisions, to make possible the upkeep of these ever-increasing oversea forces; but only the Lord above knows how it is done. It is not of men to inspire such unwavering confidence and devotion to missionary giving and going. It is the Lord of the harvest sending forth laborers at the sunset hour. It is the hand of God in our work.

Strengthen the Home Bases

We at the home bases, again, have felt our hearts going along with the new recruits, as ever our hearts go out to the whole missionary band in every clime. As we *strengthen the stakes by building strongly at the bases of supply*, and lengthen the cords, we cheer the missionaries on. We hail them as true successors of the pioneering missionaries of New Testament days, who in one generation carried the gospel message to all the known world.

The New Book of Acts

Who dare say that the gospel of apostolic days is not in existence today? Indeed it is. The same everlasting gos-

pel of redeeming power is being preached now, only in the setting of the definite message of the judgment hour. Paul and Barnabas, and Peter and Philip, and John Mark and Timothy, and all those missionaries of the book of Acts, are dead. But where are the angels who were with them in their labors? Alive, thank God! and with the gospel laborers today, the same angels in the same blessed companionship of service as in the days of old.

Nothing can halt the work of God, nor frustrate his purpose to send the light of his truth through all the earth. We face the great unfinished task, with confidence in the mighty power of God.

Our Schools, Our People, Our Duty

BY I. H. EVANS

SEVENTH-DAY ADVENTISTS have a strong educational organization. Our school work is well adapted to our growing needs, and capable of extension to cover our entire field. According to the parable, the field is the world.

What the General Conference Is Doing

For many years the General Conference has maintained a Department of Education, the secretaries of which give their undivided attention to strengthening and improving our educational work. This department plans the courses of study carried on in all our schools, from the church school to the college. It has helped to unify the work done by the various grades of schools, so that the same class of schools may do the same effective work, carrying the same grades, in one section of the country as in another. The standards of apparatus, library, sanitation, and teaching facilities are uniform. The advantages of one school over another are minimized to the intelligence of the boards, their willingness to co-operate with the department, and the ability of their faculties. These are beyond the control of the Department of Education, though it tries to

equalize the distribution of the best teachers, so that no one school holds a "high card" to the detriment of the others.

The Department of Education is as much interested in the lower schools as in the higher. It tries to lift them to a better condition, by providing a better grade of teachers and urging their employment. This is brought about by supporting efficient normal courses in our higher schools, where teachers may have the best models of teaching to study; by conducting summer schools, where teachers may take advanced work; and by holding teachers' institutes, to inspire and assist teachers to reach a high degree of efficiency.

How Our Schools Differ from the Secular Schools

While our schools are not modeled after the schools of the world about us, our educational leaders have adapted all they believe best in these schools, and have built up our school system according to the light given this people, so that our schools are unlike those of the world or other religious organizations. They are adapted to our peculiar needs, and

are conducted for the education and training of our young people, so as to preserve their faith in the Word of God, to develop Christian character, and to maintain their spirituality while in school. The object in all this is to qualify our young people to become workers in this great advent movement.

The world can give young people training in the arts and sciences, and in the vocations, equal to anything that we can give; but it cannot look after the morals of the young as we can, nor will it train our young people to become qualified workers in our cause. *Most of our young people who get their training in the secular schools go to the world for service; few of them ever connect with our work. Should some do so, they are almost invariably compelled to attend one of our own schools for special work, that they may come into touch with the denominational spirit and methods.* A university training does not constitute credentials to a young man to preach the message as we understand it.

Students from Our Schools Enter Our Own Work

It is true that some who attend our own schools do not enter our work, but it is equally true that most of them do enter it. Because a young man or woman, forty or fifty years ago, became a successful worker without studying in one of our schools, is no argument that like conditions prevail now. Times and conditions have changed. Now we have our own training schools; then we had few of them. Prejudice was then so strong against one of our faith that few had the courage to try for work in the world, if there was any chance for service in our ranks. Now the world appreciates the value of our young people, and seeks them. Our young people generally are clean, nonusers of tobacco or liquor, honest, energetic, and capable. Many readily yield on the question of the Sabbath when they go to the world, and generally they are lost to the work we love.

It stands to reason that if we want our young people to engage in our work,

we must train them ourselves. That is what our entire educational system is for. We have invested nearly \$2,000,000 in equipment for the education of our children. We employ about 1,700 teachers to train and instruct these young people so that they may take their place in the great harvest field. Almost every graduate from our higher schools becomes a worker in some branch of this cause. Ofttimes, for two or three years in succession, every graduate from a school enters the work. What does this mean?—That *if you want your children to connect with this great advent movement, you should train them in our schools.* If you want them in the world, then the world provides for their training, and you may know that they will find service there when trained.

What Will Parents Do?

Can one who sincerely hopes, through faith, to obtain heaven for himself, willingly educate his children for the world, knowing that it may mean their eternal loss? If time were the only thing to deal with, one might think that to get a training in and for the world and for this life, is not so bad; but we have to deal with eternity as well as time. Usually the young are incapable of judging correctly, even if they are professed Christians, in regard to the effect that a worldly training will have on their faith. Parents cannot shirk the responsibility of directing the education of their own flesh and blood.

How About Discipline?

Some say that their children have no trouble about discipline in the secular schools, but that in our schools they have constant trouble. Some parents think that if their children go wrong in one of our schools, every one else is at fault. Generally the fault is not with the school nor with the faculty, but with the child and those who failed to train him to habits of obedience.

No man can do his best in his life work who has not learned to obey. This is one reason why our schools are superior to

those we find in the world. They deal with the habits and doings of the child, and try to be as particular with his morals as with his lessons. If a child is addicted to lying, stealing, or other bad habits, they try to correct these weaknesses, and train him in the right way. Sometimes children who enter our schools are incorrigible; they resist all discipline, so that they are beyond the help of the school. Their trouble and weakness are not the fault of the school, but the fault of the parental training they have received. Our schools try to save the boys and girls who come to them, and to develop in them Christian character.

Devotion of Our Teachers

Our teachers try to help the careless and indifferent. One teacher told me that for an entire year she bore with a boy in her class who never had his lessons. She tried her best to get the child to study, she worked with him out of school hours and in; but he cared nothing for all her help, and would not try. Then, to cap the climax, she passed him at the end of the year, solely to encourage him to try, but requiring him to do the year's work over again. Often our teachers suffer with and for their students more than their parents suffer for them. The president of one of our colleges told the school board that when he felt that he must refuse a certain request some student asked of him, it distressed him so to refuse that it made him sick. Does that show suffering? Many a *teacher bears more from these wayward ones than the parents can ever know*. Could the story of labor, study, prayer, and anxious care on the part of teachers for their students during one year be told in words, it would reveal a picture of suffering and toil that would astonish many parents.

I Want You to Think

Shall our schools be filled with our own students? It is estimated that one half our children of school age are not in our own schools. I want you to think of that. Now if our schools are to train

workers, and qualify our boys and girls for service, and if the young people leaving our schools are to be connected with our work, how can we make more workers available?—Only by training more students.

Our Duty

To me it is as plain as that two and two make four, that we must send more children to our schools. Our future growth depends upon this very thing. Why are fifty per cent of our children not in our schools? I can think of but two reasons: First, that many parents are indifferent to their children, and are allowing them to grow up without proper training. This ought not to be said of this people at this time in the world's history. We are too near the end of human probation for our people to be indifferent. Another reason is the unwillingness of the student himself to go to one of our schools, or his inability because of lack of money or home conditions. If it be the former, the person should have help to see what he is missing. If the latter, he should have advice and encouragement.

Help Our Young People

It should be made possible for every Seventh-day Adventist child of school age to have a Christian education. Conference officers who are recruiting men should get under this responsibility, and help plan for these young people to enter school next year.

Frequently when people of means see what can be done for some of these young people in fitting them for service, they will help a young person so that he can get through school. One of the noblest things a man ever does is to assist some young man to attend school. I once asked an old man who had done much work in this cause, and had held nearly all the high positions that the church has to give, what particular thing he could recall that he had done which he prized most of all in his declining years. He said, "*I look with most satisfaction upon the young people I have helped to get an education*. In that I

God's Purpose for Our Children

SUCCESS in any line demands a definite aim. He who would achieve true success in life must keep steadily in view the aim worthy of his endeavor. Such an aim is set before the youth of today. The Heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being. It opens a field of effort to every one whose heart Christ has touched.

God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended. From the humblest lot those whom he has seen faithful have in time past been called to witness for him in the world's highest places. And many a lad of today growing up as did Daniel in his Judean home, studying God's Word and his works and learning the lessons of faithful service, will yet stand in legislative assemblies, in halls of justice, or in royal courts as a witness for the King of kings. Multitudes will be called to a wider ministry.

THE WHOLE WORLD IS OPENING TO THE GOSPEL

Ethiopia is stretching out her hands to God. From Japan and China and India, from the still darkened lands of our own continent, from every quarter of this world of ours, comes the cry of sin-stricken hearts for a knowledge of the God of love. Millions upon millions have never so much as heard of God or of his love revealed in Christ. It is their right to receive this knowledge. They have an equal claim with us in the Saviour's mercy. And it rests with us who have received the knowledge, with our children to whom we may impart it, to answer their cry.

TO EVERY HOME AND EVERY CHILD

To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther, the queen, at that momentous crisis in Israel's history, "Who knoweth whether thou art come to the kingdom for such a time as this?"—*Mrs. E. G. White.*

feel that I have multiplied my own life, and when my work is finished, and I am dead, I shall still live in these young people."

Get under the Burden

It is the duty of this denomination to educate its young people for service. Parents, church officers, laymen, ministers, and all conference workers should get under this responsibility, and increase the attendance at our schools each year till all our sons and daughters are being trained in our own schools.

Have Every Home Visited

We are engaged in a great warfare. It is not a fight against "flesh and blood," but against ignorance, indifference, and neglect. We must enlist volunteers, and when that ceases to do the work, we should exhaust our resources

in encouraging young people to enter our schools. School boards and union and local conference officers should undertake to have every family of believers in which there are children of school age, visited this season by a teacher or worker, to enlist these young people among those who are attending one of our own schools.

Who Will Do His Duty?

When the school doors open next September, there should be in attendance a *large army of young men and women* who have been encouraged to come by personal work done for them. The times demand it. The needs of the work, both at home and in mission fields, demand it. The future good and usefulness of the young people demand it. Who will do his duty?

Some Things to Think About

What Does It Mean?

WHAT does it mean to have only half of our children and youth in our own schools?

To Our Children

It means that we are taking a large and perilous risk of failure to keep all our young people genuine Seventh-day Adventists.

It means that we are leaving the back door open for wolves to come in and devour the flock.

It means that half our boys and girls are being taught the things of God only one day in seven, but the things of the world five days in seven.

It means that John is learning the way to heaven in the Christian school, while James is learning the way to the world in the secular school.

It means that Mary is studying under the wooing influence of the Spirit, while Martha is imbibing the spirit of temporal pleasures and honors.

It means that when the Master returns to gather his elect, part of our children will be found among the sheep on his right hand, but part among the goats on his left.

To the Work

It means that while we have dedicated our sons and daughters to the service of God, yet half of us are failing to educate them especially for that service.

It means that we have mobilized only half our strength for finishing the work.

It means that while we are waging an aggressive warfare at the front, we are suffering a serious leakage in reserves at the base of supply.

It means that the world is drawing away much of our best talent, while the advent movement is being retarded.

It means that while the fields are white to the harvest, the laborers are too few to gather the ripened grain in due season.

Why Hazard All?

WE do not say that Seventh-day Adventist boys and girls will not or can not develop strength of character while attending a non-Christian school.

We do not affirm that our youth will surely lose their faith in the doctrines of the third angel's message if they do not study in a Seventh-day Adventist school.

We do not even declare that our sons and daughters will fail to become gospel workers if they are not educated under teachers whose chief aim is to build character and develop such workers.

What we do say is that you, parents, *hazard all* when you send your children away from your direct influence to a secular school; and that you, boys and girls, *hazard all* when you attend a non-Adventist school.

Our Reasons

The reasons why we are so positive about the hazard are these:

10 to 1 the way a boy or girl looks at things is colored by the way his daily companions look at them.

10 to 1 the incentives to a pupil's choice and action are the ones most held out by his teacher.

10 to 1 the spirit that flavors a young life is a reflection of the atmosphere of school days.

10 to 1 a youth who is not diligently taught of God in his tender years will not make the teachings of the Bible his rule of life.

10 to 1 a young man or woman who has had no missionary training in his education will not be inclined to give his life to soul-winning service.

Why, Then?

Why, then, hazard all when so much is at stake?

Why hazard eternal life when there is a better way?

Why hazard the burying of God-given talent in the earth when putting it to the exchangers in gospel service will insure the laying up of treasure in heaven?

Why hazard *all* when you may hazard *least*, parents, by sending your children to a Christian school; and when you may hazard *least*, young men and women, by attending a Christian school—a Seventh-day Adventist Christian school?

Telling Facts and Figures

FACTS and figures often tell a more impressive story than extended discussion. To every reader whose heart is in the finishing of the work and the saving of all our children to the church, there are some facts in the present situation of our world-wide missionary endeavor that are stirring indeed. Read and reflect upon them:

1. We have undertaken to evangelize a billion and a half people in preparation for the coming of Christ.

2. We now have still living 148,764 of the souls who have been won to the truth in some 74 years of effort.

3. We are now winning them at a rate never before equaled—as high as 17,000 a year in war times.

4. We are contributing an unparalleled amount of money for gospel work—about four million a year, with nearly a quarter of a million in special gifts in connection with our recent General Conference.

5. The providence of God is multiplying openings at an unprecedented rate for the preaching of the gospel in both home and foreign lands,—so many that we are unable to answer more than half the Macedonian calls for help.

6. Our school system has been developed for two purposes: To save our children to the church; and to develop missionary workers of all kinds.

7. We have now in our schools in all the world, exclusive of mission schools, a total enrolment of 22,000, but this is not more than half of our Seventh-day Adventist boys and girls.

8. The situation in the mission field and the situation in our own school enrolment constitute an imperative demand for more energetic measures, and on a larger scale, than heretofore.

9. We have therefore instituted a campaign, with the support of General Conference action, having the twofold purpose of enrolling every S. D. A. boy and girl in our own schools, and of making every student in our schools a worker.

10. This campaign is the beginning of a plan to follow up its aims systematically for permanent results, and it calls for the prayers and active co-operation of every believer in the principles and purposes of Christian education and in the finishing of the work speedily.

The Call of the Child

THERE is no more touching appeal to the human heart than the cry of a tender, innocent child for something that it needs. From the helpless babe to the adult, our boys and girls are in need—in need of protection, of guidance, and of nurture in body, mind, and spirit. Their very presence among us, without any choice of their own, is their strongest appeal to our care.

The deep solicitude of Jesus for the welfare of our little ones, is revealed in these immortal words:

“Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of heaven.”

Mingled with the tenderness of these words is an element of rebuke to any who, like the disciples of old, do not regard the children as worthy of being provided for as are the older ones of apparently more promise.

But the bidding of the Master is more than prohibitive, more than protective. In these three simple but all-inclusive words, “Feed my lambs,” he points out our duty, our high privilege, in the clearest terms. Who can say that this bidding is to feed the body only, or the mind only, not the soul? Who can say that this feeding is to be done only one

day in seven — that we shall send our children to Sabbath school to be fed on the heavenly manna one hour a week, but on the five other school days consider earthly food good enough?

No one deliberately says it in this way, but may not actions speak more loudly even than words? Do we not commit ourselves to this view when we fail to provide Christian schools for our boys and girls, or to send them to such schools when provided? In North America alone, the parents of 18,000 children are heeding the Master's command. They have placed their Johnnies and Marys, their Timothys and Esthers and Daniels, in the schools of the Lord's own order. They are sacrificing their means and their time and their strength to keep them there, but a bountiful reward awaits them in seeing their children become heroes and heroines for God.

But we hear the call of 18,000 other boys and girls — tender voices constantly sounding in our ears, till our souls find no ease. It comes from a multitude yet without the fold of the Christian school — the fold of protection, of guidance, of instruction. They are still on the water-logged ship, which is threatening to sink at any moment. It is not yet too late to man the lifeboat.

Do you hear the sound? It is *the call of the child* — the call of innocence, of helplessness, of fear. Who can turn a deaf ear? Who will throw out the life line and rescue the helpless, in the name of God?

THE PROBLEM WITH GOD

It is not the multitudes of India that is the problem with our God; it is not the high walls, it is not the giants of Anak, that trouble him. The great problem with God is to have his way with his people, with you and with me.

A. G. DANIELLS.

Into All the World

OUR Great Commission is to GO and PREACH and TEACH:

GO ye into all the world.

PREACH the gospel to every creature.

TEACH whatsoever I have commanded you.

We have *gone* into all the world in our organization. All the inhabited territory on the globe is included in some conference or mission field. No other single body of people has undertaken an enterprise of such dimensions, nor realized so much toward its accomplishment. Yet our achievement is only in the larger aspects, and many of our lines are still on paper only.

We have *preached* the gospel to every creature we could reach, but we have reached only a small percentage of all the creatures that are to receive the gospel. Out of a billion and a half we now have 148,764 souls who have been won to the kingdom and who are living in expectation of our soon-coming Saviour. We do not know how many more are to be won, but we do know that multitudes are groping for the light that has not yet reached them because there is no messenger to bear it.

We have extended our *teaching* to every land where converts are found, and to some virgin territory. The teacher is following the preacher everywhere to confirm the believers and to develop workers. The teacher also precedes the preacher among raw heathen and darkened peoples who worship gods many and lords many. But our teacher-reserve is far too small. Even in North America half our teachers are without special training for their profession, and overseas preachers and Bible workers and colporteurs are teaching school when they ought to be out in evangelistic pioneering, and this for lack of teachers to save and develop what the evangelist has won. Shall we continue to turn our preachers into teachers?

Our Watchword

INTO ALL THE WORLD is our watchword, given us by the Son of Him who so loved the world that he bestowed upon us heaven's greatest gift, that *who-soever believeth* might not perish, but have everlasting life.

But we have not really gone into all the world —

1. Till our organization is perfected by transferring it *fully* from paper to the human map.

2. Till the preacher has reached every creature.

3. Till the teacher has followed or preceded every preacher.

But we cannot hope to achieve this happy result —

1. Till all Seventh-day Adventist parents dedicate their children, and all our sons and daughters dedicate themselves, unreservedly, to the service of Christ to the uttermost parts of the earth.

2. Till every Seventh-day Adventist boy and girl is in our schools.

3. Till every student in our schools becomes a worker.

A Time for Action

(From a message by Mrs. E. G. White to the General Conference of 1913, re-read at our General Conference in 1918.)

"It will be well for us to consider what is soon to come upon the earth. This is no time for trifling or self-seeking. If the times in which we are living fail to impress our minds seriously, what can reach us? Do not the Scriptures call for a more pure and holy work than we have yet seen?"

"I have been deeply impressed by scenes that have recently passed before me in the night season. There seemed to be a great movement — a work of revival — going forward in many places. Our people were moving into line, responding to God's call. My brethren, the Lord is speaking to us. Shall we not heed his voice? Shall we not trim our lamps, and act like men who look for their Lord to come? The time is one that calls for light bearing, for action."

Our Schools

In North America

Five Literary Senior Colleges,
One Medical College,
Six Literary Junior Colleges,
Three Foreign Seminaries,

EVERY ONE A COLLEGE OF EVANGELISTS.

Sixteen twelve-grade Academies,
Twelve ten-grade Academies,
Eighteen (10-grade) Day Intermediate Schools,

EVERY ONE A FEEDER TO THE COLLEGES.

One Rural Training School,
Thirty Rural Mission Schools,

EVERY ONE A FEEDER TO THE CHURCH.

Seven hundred elementary schools,
Eight hundred elementary teachers,

EVERY ONE A NURSERY ANNEX TO THE CHURCH.

Total enrolled in all our own schools, 18,000;

Total not enrolled in our schools, (about) 18,000.

Outside North America

Not any Senior Colleges.

Only three Junior Colleges.

Only eight 12-grade Academies.

Only eight 10-grade Academies.

Only ten Mission Training Schools.

About 185 elementary schools.

Total enrolment, 6,312.

But —

More of these schools are needed.

More of these schools are possible.

Future looks promising — one central China province has 10 schools among 16 churches.

Lack of teachers the chief drawback.

The Message, the Church, and the School must keep abreast, but just now —

The SCHOOL and SCHOOL RECRUITING need EMPHASIS.

The Family

IN his wisdom the Lord has decreed that the family shall be the greatest of all educational agencies.—Mrs. E. G. White.

What Ought We to Do?

Spiritualize and Mobilize Our Young People

C. L. BENSON

Assistant Secretary Department of Education

THE nations of the world today are centering their national hopes upon their armies, composed of young men, the flower of the people. Our hope of realizing our goal, to carry the third angel's message to all the world in this generation, depends in large measure upon the success of our efforts to spiritualize and mobilize our young people. A view of the conditions existing in the fields will convince the most casual observer that our young people need to be spiritualized. There are thousands of them, reared in Seventh-day Adventist homes, who are not affiliated with this movement. Many attend moving picture shows, read novels, and are hewers of wood and drawers of water for the Gentiles. Only about fifty per cent are in our schools, and many, both in school and out, do not know God. It is estimated that ten thousand young people brought up in Seventh-day Adventist homes are out in the world without Christ. Since we have begun gathering statistics, some conferences are finding from twenty-five to fifty per cent more young people than they thought they had. The fact that "not one in twenty of our young people has a living connection with heaven" pleads even more earnestly for effective service in their behalf. They need a vision such as Isaiah saw. Could they see the Lord in all his beauty, surely they would desire him.

Many fathers and mothers today are mourning the coldness and apathy which have seized their boys and girls, whom they have longed to see fill places of responsibility in the Master's vineyard.

The cities of the homeland are mute appeals to our young people to have their lips touched with live coals from off the altar, and then to go, taking their heavenly message to those who are groping in spiritual darkness. The mission fields with doors thrown wide open, with hands extended, are beckoning for our spiritualized, educated young men and women to come and bring the words of eternal life to them.

Twenty-five years ago the Spirit of prophecy sounded the *clarion call to mobilize our young people*. "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried" to Africa, with its two hundred million, to China, with its four hundred million, to India, with its three hundred million, and to all the rest of the billion and a half of the world's population. Then the appeal was made for volunteers. "Will the young men and the young women who really love Jesus, organize themselves as workers, not only for those who profess to be Sabbath keepers, but for those not of our faith?"

Every Seventh-day Adventist elementary school, academy, and college should be filled with the youth from the homes of those who believe that the Lord is coming in this generation. Our schools are responsible for the conversion of thousands of our young people. In these training camps for service, instead of merely training for citizenship in this world, our young men and women receive a vision of the heavenly Canaan and are trained for citizenship there. They are no less equipped for the world's service, but they are better equipped for the service of King Jesus.

Shall we not have the prayers of every father and mother, and the support of every worker, in our efforts to spiritualize and mobilize our young people?

Raise Men, Facilities, Money

But the Greatest of These is Men. Our Schools Must Supply Them

W. T. KNOX

THE future contains great possibilities for us as a missionary people. It has for us also equal responsibilities. Each year witnesses in every field an increase of opportunities and an expanding of work that cannot be restrained. Upon us rests the responsibility of providing the men, the facilities, and the money necessary to meet the needs of the rapidly expanding work of God in the earth. This cannot be done, perhaps, without greater effort and sacrifice, but the times upon which we have fallen call for *all there is of us* in our service to God.

We Must Reach Our Goal

FREDERICK GRIGGS

OUR goal, "All the Children of All the Churches in Our Own Schools," must be made an established fact throughout the world. We shall fail if we do not produce workers, and we cannot produce workers in sufficient numbers without enlarging our endeavors.

There has been a large growth of interest in our schools, but it is a lamentable fact that we have yet only about one half our young people of school age enrolled for Christian education. We must earnestly endeavor to change this record, and *attain our goal*.

We are living in the end of time. It is a time fraught with great danger to our young people. We have a mighty work to do in all the earth, and we must have workers trained for it. The progress of our cause depends directly upon the number and character of these workers, and their number and character depend directly upon the ideals and work of our schools. Let us therefore address ourselves directly to the secret of our great mission advance in this and all lands. This secret is a *Christian education for every boy and girl* among us, an education which will qualify them for vigorous and valiant service.

What Can the Conference President Do Toward Placing New Workers?

M. E. OLSEN

IT must be admitted that the average graduate from one of our schools is not always in immediate demand for conference work. Not that conference presidents are not looking eagerly for new talent. Not that the graduate lacks ability which, properly trained, would fit him for a place of usefulness. But as he stands there with his hard-earned diploma under his arm, he doesn't impress the average conference president as qualified to fill a position of much responsibility. To himself, on the other hand, keenly aware of his long preparation extending over a number of years, the financial struggles he has undergone, the severe examinations he has successfully passed, he naturally appears in the light of a person who has accomplished something very much worth while, and whose services are likely to be of considerable value.

Evidently, then, the feelings of the conference president and those of the graduate are somewhat apart. What can be done to bring them together? First, what can the conference president do? He must continue to look on the graduate as only partly trained, and therefore not fitted, at the outset, to carry large responsibilities. But he may take full account of the value of the all-round intellectual training the young graduate has received, as enabling him, once he has mastered the practical details of field work, to develop a higher grade of efficiency than could be attained by the man who has not had such training. In other words, the wise conference president sees in the school product potential energy which, properly developed, will make for success in lines of activity calling for broad cultural training. If the president will keep this fact continually in mind, it will enable him to give due encouragement to the graduate without in the least changing his opinion of the latter's inability, at the

moment of graduating, to make good in any line of conference work. It will, moreover, help him to be reasonably patient while the graduate is learning those practical lessons in the school of life which he may have failed to learn in the college or academy.

The conference president can also cooperate with the school by keeping closely in touch with the institution, giving a chapel talk now and then, and telling the students frankly what the field needs in the way of workers. While he is taking this general interest in the school as a whole, he can very profitably meet from time to time with the young men and women who are attending from his particular conference. In these informal gatherings he can impart instruction which will greatly help the student while undergoing the intellectual and spiritual discipline of the school, to keep in view the great goal toward which he should be striving. Such talks to little gatherings of students could be followed up by interviewing them individually, talking with this one in his room, taking that one for a walk, and endeavoring in a personal way to give direction and uplift that will make for the higher spiritual life of the pupil.

These are some of the things the conference president can do to bring about a good understanding between himself and the prospective graduate.

Keep the Home Base Strong

Our Schools Must Replace the Heavy Draft of Men to the Mission Fields

I. H. EVANS

THE home base must be kept strong. Its institutions must be maintained in an efficient condition, that more and more we may qualify to do a larger work abroad. It would be a mistaken policy for us to believe that we can abandon the home field to carry on its own activities as best it may, and give our entire force of workers and resources to heathen lands. This great world-wide work abroad must be carried in a stronger way year by year; but in

order to do this we must increase in strength in the homeland by increasing our constituency, by maintaining our institutions to a high degree of efficiency, by liquidating our liabilities, and by training more workers.

The proposition of manning our work is of such magnitude that something very definite and decisive must be done, or we shall find ourselves paralyzed by a very serious lack of preparation. The hour has come when the denomination should rally to the support of our educational work.

Give Them Our Best

OUR call is not merely for financial assistance. Money alone cannot accomplish the work. We must have *large re-enforcements of the best of our consecrated young people* from the homelands, supported by the unceasing prayers of the church. But while we make importunate appeal to the General Conference for additional missionary families, we would at the same time state that we greatly value what has already been done in supplying devoted

Redeem the Time

"There should be schools established wherever there is a church or company of believers. Teachers should be employed to educate the children of Sabbath keepers."

"Establish schools for the children wherever there are churches; where there are those who assemble to worship God, let there be schools for the children. Work as if you were working for your life to save the children from being drowned in the polluting, corrupting influences in this life."

"It is a grievous offense to God that there has been so great neglect in this line when Providence has so abundantly supplied us with facilities with which to work. But though in the past we have come short of doing what we might have done for the youth and children, let us now repent and redeem the time."

MRS. E. G. WHITE.

and efficient laborers for the Orient. The church at home may well rejoice to see her younger sons and daughters growing into strength and usefulness in the service of Christ for the people of Asia.—*Asiatic Memorial*.

We must get the *best men possible* for the India Union. I consider that India, with its Hinduism, Mohammedanism, its 147 languages, its caste, etc., presents the biggest problem in the Asiatic Division. It is the Gibraltar of the Far East. But the literature must go to that field in an endless stream. We cannot let this call rest long unanswered.—*C. E. Weeks*.

What stirs one's heart to the depths is to see the inability of our missionaries to keep pace with the rapid developments with such meager facilities and such a dearth of workers, and to listen to their urgent pleadings for help. . . .

I would therefore respectfully suggest . . . that the faculties of our colleges and academies encourage young people in the schools who *show special talent* for editorial work, field leaders, publishing house managers, or treasurers, to prepare definitely for such lines of work in mission fields.—*N. Z. Town*.

Go to a Waiting World

"I Will Send Thee Far Hence unto the Gentiles"

I. H. EVANS

OVER beyond there are eight hundred million poor perishing heathen who know not Christ. *Some one must go and bear to them the message.* The call of God is for men and women to whom Christ has made himself known. The most eloquent teaching any man ever did was by his living. You may think that these poor heathen want theory. Nay, what they want is the life of Jesus Christ exemplified in the lives of the missionaries.

As soon as a man has had this revelation of Jesus Christ, he wants God to send him. He wants to go. He will say that he has no plan to make money.

Such a plan satisfies him no longer. He used to think of great opportunities in building up a great profession. He does not now think of that, for when a man finds Christ, he wants to tell the message to some poor lost soul.

Our Saviour in that great commission said, "Go ye into all the world, and preach the gospel to every creature; he that believeth and is baptized shall be saved; but he that believeth not shall be damned."

We have a great unfinished work. We have a great work in the homeland, and a still greater work in the vast benighted regions beyond. What God needs in these great darkened continents is men who know Christ, who are *ready and willing to go and be spent*, and never ask for any satisfaction in this world, only that they may suffer with their Lord.

Surrender the Price of Power

A Prayer of Consecration

A. G. DANIELLS

Lord, I have had my way too much and too long. Your way is the right way; it is best; and now help me to surrender. Help me to give up my mind to be cleansed from all sin, all selfishness. Lord, here is my body: I surrender that; place it where thou wilt,—in the homeland, in foreign land, in this State or in that State—anywhere. Lord, take me, and use my eyes, my lips, my hands, my feet, for service, for the finishing of thy work.

Then, Lord, here is my time, every day, twenty-four hours; take that, just as many hours as I can stay awake and serve. Take that service; and when I must rest, give me refreshing, that I may come forth in the morning thoroughly equipped for another busy day.

Then Lord, here is my money, the money thou hast intrusted to me, little or much, a hundred dollars or a hundred cents, the amount does not matter; it is what God has given. Lord, here is my money; now call for it; I hold my hand open. Here is the altar; tell me when to put my money on it, and how much at a time. Just help me; for, Lord, I want thy cause to have it all at the right time, and be sure to have it all before the work is finished.

How Others Fought to Win the Prize

Battles and Victories in School Days

1. As told by J. L. Shaw, Associate Secretary General Conference.

Having nearly completed a high school course in Iowa, I was overtaken with the desire to be a cowboy, and answered the invitation of my uncle to join him on a cattle ranch in Colorado. The free, open life of the mountains on a cattle ranch seemed ideal. To ride a horse, crack a whip, shoot a gun, and throw a lariat appealed to me. Horses and cattle were given me. By branding them, turning them loose in the mountains, and rounding them up occasionally, there seemed the possibility, in time, of owning a herd of cattle and a drove of horses. I saw what seemed a vision of great possibilities, and was ready to throw my life into the undertaking.

But through the entreaties and prayers of a faithful mother I was constrained to turn my feet toward Battle Creek College. It was a battle, a surrender, and a victory. We settled it behind a boulder on the mountain side in prayer.

I thought to attend Battle Creek College two years and then enter the canvassing work. I soon saw the need of completing a college course. During the vacations I worked either at manual labor or canvassed, and during the school year helped meet expenses by working at the Battle Creek Sanitarium, doing private teaching, and catching odd jobs of work.

Soon the ideals of cowboy days changed. The assistance of earnest Christian teachers and the association with wholesome young people at college, led me to desire a better life and a preparation to be of service in the Master's work. To these and to a wise and prayerful mother who helped to turn my reluctant feet in the right course, I shall ever be indebted.

2. As told by C. C. Lewis, Principal Fireside Correspondence School.

I attended district school, living at home on the farm, until I was sixteen years old and able to secure a teacher's certificate. Then I taught school two winters, working on the farm during the summer. After that I attended the Potsdam, N. Y., normal school two years, paying for my room and board by caring for eight cows and doing other chores for a widow. At twenty years of age I was at Battle Creek College with only thirty dollars for the year's schooling. I thought I would start, and if the way did not open for me to make my expenses, I would quit school and go to work. But the way did open, thank the Lord! I got a position as night watchman at the sanitarium for my room, board, and laundry.

Thus I got through the first year. During the summer I went with Elder Littlejohn, the blind preacher, to sing and read texts for him, and to assist him in every way possible. My salary was ten dollars a month, and my "keep." That was lucky, or there wouldn't have been any keep.

I went back to school in the fall, and lived at Brother G. W. Amadon's. Here I received my board and room for helping Sister Amadon do the washing on Sundays and doing other chores during the week, and with help from the faithful Dorcas Society about clothing, I got through the second year. Then I was out of school two summers in the ministry. When I went back, I canvassed one summer for "Our Department" (the denomination had no subscription books), worked for J. E. White in his office, and assisted in teaching in the college until I finished my college course.

Thus I literally worked out my education. But my love for education was so

great that I felt like Jacob working seven years for Rachel, and "they seemed unto him but a few days, for the love he had to her."

3. As told by Dr. W. B. Holden, Superintendent Portland Sanitarium.

My education was paid for by funds furnished by my parents, by teaching, by manual labor in vacations, by odd jobs during school, and by loans from friends. Money lent to any earnest young man or woman for school purposes is generally a safe investment for lender and borrower, though equally hazardous to all when borrowed for other projects.

4. As told by W. L. Bird, Bible Teacher in Oakwood Junior College.

We were a large family, and father being an invalid from the time of the Civil War until his death, I was not able to attend school in my early childhood. But by night study and a few years in school I was able to complete a high school education at the age of twenty-one. I had bought books on credit, and boarded with a married sister. Later I paid my bills by teaching.

Discouraged at the thought of going further with my studies, I took up other work; but during the years that followed, I had a strong desire to continue my education. I entered college at the advanced age of forty-nine, under difficult and trying circumstances. A few months enabled me to see what I really had missed, and also what I might yet accomplish.

Now my greatest regret is that I did not put forth more decided effort in earlier years to secure a more advanced education. I wish to say to young men and women, Pursue your school work with determination, and do not be turned aside by trifling conditions or vain hopes of success without efficient preparation. To those who may yet, in advanced years, have a desire to continue their education, let me say, Do not let pride or other hindering causes keep you from entering school or college.

5. As told by N. Z. Town, Secretary Publishing Department.

When I was twenty-two years of age, the truth found me at home on the farm with my father in northern New York. I gladly accepted it, being the only one in our family of nine who did. Because of the truth I was obliged to leave home. In settling with me for my last year's work on the farm, father paid me my wages in cattle. I promised the Lord that if he would help me to sell the yoke of oxen and the two cows, I would go to school and prepare for a part in his work. Within a few weeks he granted my request, and I was able to enter a Seventh-day Adventist school in Rome, N. Y.

At the end of the first school year my money was gone, and I arranged to return to farm work during vacation at a salary of \$20 a month and board. When Elder E. E. Miles, the principal of our school, heard what I had done, he advised me to enter the canvassing work, which at that time was just in its infancy. Learning of the wage that I expected to get at farm work, he promised me that if I would go out canvassing, he would make up to me half of what I might lack of earning \$20 a month if I would give him half of what I earned over \$20. After thinking and praying over the matter, I decided to accept his offer.

At that time "Marvel of Nations" was considered our best-selling book, and with this I began. Notwithstanding I was a green country lad, the Lord gave me good success from the start, and at the end of my vacation my income amounted to considerably more than \$20 a month, but I was allowed to keep it all, to apply on my school expenses, instead of dividing it with Elder Miles.

The next year I entered South Lancaster, and the following vacation again took up canvassing, this time in Connecticut. This year the Lord tested me out a bit, to see if my heart was really in the work. Soon after beginning, I worked hard from one Monday morning

until Tuesday night of the next week without taking a single order or selling so much as a penny tract. But instead of giving up, I asked the general agent to come and see what was wrong. This he did, and soon started me on the road to success again. When the time came for school to open, I had earned my scholarship, although there were no scholarship discounts in those days, and I returned to South Lancaster. The next vacation I had still better success, having become better prepared to do the work. I continued paying my expenses by selling books each vacation until I had finished my course in school.

I have always been glad that I had to work my way through and that I was persuaded to do it selling our books. The experience gained in those vacations has been of great value to me through the years since that time.

6. As told by C. S. Longacre, Secretary Religious Liberty Department.

In working my way through college, I had to fight every inch of the road in the face of opposition. Neither my father nor any one else ever gave me a cent toward my schooling. I had an intense desire for an education, and this enabled me to master every opposing obstacle in the way. I saved my pennies, nickels, and dimes from my earliest infancy until I was seventeen years of age. By that time I had enough saved to meet the expense for one term in a State normal school. This one term qualified me to pass the county examination and secure a position to teach in a country school for one year. After that I attended normal school for one year, and then taught for another year. In this way I worked my way through the normal school. After that I accepted the truth, and then I started for Battle Creek College.

I spent my summer vacations in the canvassing field, earning my expense money for the next college year, until I finished my Biblical and literary courses in college. I also earned part of my ex-

penses by baking the bread and by doing odd jobs while in attendance at college.

The best part of my education came through the hard knocks and difficulties I encountered and mastered. They have been a great asset to me since.

Why I Should Attend a Seventh-day Adventist School

1. BECAUSE I am a Seventh-day Adventist.
2. BECAUSE my parents are Seventh-day Adventists.
3. BECAUSE the teachers are Seventh-day Adventists.
4. BECAUSE the students are Seventh-day Adventists.
5. BECAUSE I want to be a better Seventh-day Adventist.
6. BECAUSE I want to be a Seventh-day Adventist worker.
7. BECAUSE I believe Jesus is coming soon.
8. BECAUSE I want to be ready to meet him.
9. BECAUSE I want to help others to get ready.
10. BECAUSE a Seventh-day Adventist school can help me more in all these respects than any other school.

A Short Course for Workers

In order to increase the force of soul-winning workers, our colleges plan to establish a short course for workers who are already in the field, and for more mature persons who cannot pass through the regular courses of the school. Such a course will cover one complete year, or a period of two years, with six months' instruction for each year. Students of this class will be put under a course of instruction especially adapted to their needs, where the work can be carried on without embarrassment to them, and where they can obtain the greatest possible good in the shortest time. They will be trained to give Bible readings, to hold cottage meetings, to distribute literature, and to do a courageous and persistent work in winning the souls of their neighbors.

I. H. EVANS.

Some of the Ways to Win

Consider These Ways

ANY youth who is really ambitious for an education will put it to himself in about this way:

1. I will settle it that I am going to school, whether I see any present way of getting there or not.

2. If I cannot find a way, I will set about at once to make one.

3. I will be in dead earnest and perfectly honest in whatever way I find or make to get to school and to get through school.

4. If I don't just now see the way I prefer, I will take advantage of the way that lies next to me.

5. I will dedicate myself and my plans to God, and keep both constantly before him.

Some of the Ways

1. I will canvass if I can learn how—and I know I can learn how, because hundreds of other boys and girls have learned.

2. Until I have opportunity to learn how to canvass, I will work faithfully by the day, or the hour, or the piece, at the first and most paying thing I can find.

3. During my spare hours evenings and rainy days, I will study shorthand with all my might, and try to get the use of a typewriter, to help win my way in school.

4. The first chance I get, I will learn to keep books, as I may find work in some office to help me on my expenses.

5. I think I will finish that nurses' course I started last winter, as nursing both pays and qualifies for the mission field.

6. I will arm myself with a lawn mower, a sharp sickle, a rake, and a snow shovel, and do lawns and sidewalks during the school year to help meet my bills.

7. I will learn how to fire a furnace, and contract to serve several houses

through the cold weather, to assist in my earnings.

8. I will study up on the latest principles of good cookery, so that I may be able to assist in this delicate and wholesome art at the academy, to apply on my schooling.

9. I will develop the skill with a needle that I have often been told I possess, that I may turn this to good account on my education.

10. Printing is one of the most useful modern arts, and if I learn this trade it will help save my purse from the aching void.

In short, I see so many WAYS TO WIN that I shall not delay another day in setting out for my goal—the very best education I can get in a Christian school.

[N. B.—Be sure to read the complete article of which this is a digest only, in the *Youth's Instructor* of June 18.]

The Shorthand Route to Success

By H. Edson Rogers, Statistical Secretary of the General Conference

A KNOWLEDGE of shorthand is of great benefit to every person, especially to any one who is endeavoring to secure an education in one of our colleges. Many workers now occupying responsible positions in this cause found the practice of shorthand during their school days of great assistance on school expenses.

Conditions in the world today make shorthand more helpful and necessary than ever before. The demand for well-trained stenographers was never greater, and opportunities for advancement by way of shorthand are found on every side. There is perhaps no line of work in which one may expend so short a time, and yet achieve such splendid success. One of the chief reasons for this is that a stenographer is brought into

(Continued on page 313)

Father's and Mother's Part

The Father's Part

ONE thing for which I have always been thankful is the interest my father took in my education. I appreciate this more and more as the years go by. When I was a small boy, we lived in a little backwoods section of southern Indiana. Once when the township trustee unfortunately hired for our district a very inefficient teacher, my father and other patrons made up a purse, hired a teacher, and had a "subscription school," after the regular school had closed.

While the country public schools which I attended, both in Indiana and Missouri, were not always the best by any means, I was given the advantage of what we had. Some of our neighbor boys were always required to stay out of school in the fall to husk corn, and to quit early in the spring to begin farm work; so their progress was slow, and as a rule they soon lost interest in school work and rarely finished even the common branches.

As I have noted the seeming indifference to the highest interests of their children on the part of some parents, as I have seen the sacrifice of things intellectual and spiritual for the sake of things material and temporal, I have been grateful to God that my father, while he himself had not had many educational advantages, did the very best he could for his children.

As far as I can see, however, he had no intention of leading a horse to water that did not care to drink. I well remember how for months I was on the anxious seat about going to college. No word escaped father's lips that indicated that he really intended for me to go, only some occasional remarks designed to test my real interest in the matter. One day, about a week before time to

(Concluded on page 312)

The Mother's Part

THE truth came to me when I was a lad ten years of age, growing up on the farm, as green and unpromising as they make them. It was preached in the country district school I attended, by a young man of twenty-four. Child though I was, my widowed mother took me to hear the young preacher trace the wonderful story of the gospel through the prophetic symbols on his chart, and to understand better the meaning of the ten commandments on his other chart. My young heart was touched, and I decided to keep the Sabbath.

At that time I was just learning to use a two-horse breaking plow. While working in the field on a Sunday, the young preacher came by and stopped to talk with me a few minutes about things that would interest any boy. On turning to go he remarked, "By the way, some day you will want to go up to our school at Battle Creek." That was a new idea to me, almost as wonderful as the story told by the preacher from his prophetic chart. The reason for this was that while I went on attending the district school, I was made the butt of ridicule by the thoughtless children, being called "Jew" and the like. The very suggestion that some day I might attend a school where all the pupils and all the teachers were Sabbath keepers, made me think of heaven itself.

When the preacher was gone, I left my team standing in the field, and hurried home to tell my mother what he had said. Like Mary of old, she treasured that saying up in her heart, watering it with her tears, and nightly at her bedside prayed that such a thing might come to pass for her boy, as her highest ambition had come to be that her son might some day become a worker for God. I often saw her kneeling there as I passed through her room to my own

bed, and if I did not know the burden of her prayer then, it became plain to me eight years later, when the happy day came that I started for Battle Creek College. Neither she nor I had ever lost the idea in the preacher's timely remark.

An even thirty years have passed since that time. The first six were spent at Battle Creek College, where, through the sacrifices and encouragement of a loving, devoted mother, an older brother and sister, and a Sabbath-keeping aunt, together with my own earnings all along the way, I was able to complete the college course.

Through the mercies of God, my beloved mother is still living at the age of seventy-seven. That young preacher, in the person of Elder E. H. Gates, met me at the recent General Conference, and the writer of this story has been spared to lead out in the Educational Campaign which this number of CHRISTIAN EDUCATOR represents.

All honor to the true-hearted mothers in Israel! All courage to the young man or woman who wants to go to school!

The Father's Part

(Concluded from page 311)

start, he said, "Well, Earl, if you are going up to Lincoln to school, I guess we had better go to town and get you a suit of clothes." I was in Union College the day it opened, as one of "the original 73."

My father was not a member of the church, but I have often wished that all the fathers who are were as much interested in the education of their children as mine was. While we endeavor to inspire all our young people with the great purpose of securing a Christian education, I know right well that in many, perhaps the majority of cases, the final decision rests with the parents. One sister, whose life was very sad because of marrying out of the truth, told me that the decisive time in her life was the refusal of her parents to allow her

to go to college. There are many others. In fact, the Spirit of prophecy says that there are many young men who have been swept into the worldly current, who might have been saved to the ministry if somebody had taken a proper interest in them at the right time.

Above all, let parents co-operate in this great Educational Campaign. By our conversation around the family board, by our heart-to-heart talks with our children, and by a willingness to help in a material way, let us show our children our belief in what Sister White says: "All the youth should be permitted to have the blessings and privileges of an education in our schools, that they may be inspired to become laborers together with God."

The writer of this article is happy to be devoting his entire time to the leadership of a movement among us to save our young people and turn them into missionary volunteers.

The Mother's Reward

A True Story, Related by Elder A. G. Daniells at the General Conference

ONE time I was at a large camp-meeting. My first study was on the service that every Christian should render in soul-winning for Christ. When I had finished, and had shaken hands with a number of the brethren and sisters, I started down the aisle to go to dinner. An old lady sat on a bench alone. She seemed depressed. I was hurrying on to get my dinner, but came back, and slipping up among the seats, said to her:

"Sister, you seem to have it all to yourself."

It startled her, and she looked up, and said, "Yes."

I said, "I hope you are not discouraged."

"Yes, Brother Daniells, that is exactly what is the matter with me."

I replied, "I am sorry. What is the trouble?"

"You said that every Christian should be doing something every day to advance the cause and to win souls."

"Yes, but what is the matter with that? Is that not true?"

"Oh, yes," she said, "and that is the thing that discourages me. I know it is so, and it has overwhelmed me."

"But why?" I said.

"Just because I cannot do anything to advance the cause. I cannot do anything to win souls."

It finally developed, as I inquired about her life and her home, and her opportunities and associations, that she had a son in the mission field.

"What country is he in?" I asked.

"In Korea."

"And he is a Seventh-day Adventist?"

"Yes."

I began to get very much interested, because I knew every one of our missionaries in Korea. And so I said, "What is his name?"

She told me his name.

"Oh, he is your son?"

"Yes. When I embraced this message, I gave him to God and put him on the altar, and I have prayed all his life that God would take him and use him."

"Then you must be a partner with him in his work. With all that, you are sitting here this morning disconsolate, discouraged, with great tears in your eyes, because you cannot do anything to win souls. O sister," I said, "look up. Take courage. Let me give you the assurance that you are a partner indeed with your boy over there; that you are a sharer with him in the sowing, and will be a sharer with him in the reward that will come."

She said, "O Brother Daniells, do you really think so?"

I said, "I know it. Our God is that kind. Don't think now that after you have given birth to that lad, after you have given him to God, and have prayed for him all his life, and he has gone from your home and you have been called to be separated from him for the

good he could do over there,—don't think for a moment God is going to overlook that now. He sees it all; and I fully believe that when the Lord calls him up there to the crystal sea, and he calls those Koreans, those whom he has won to Christ, you will stand by him, you will be one of the company."

Well, the poor old woman brushed the tears away, and said, "Brother Daniells, if I could believe that, I should be happy the rest of my life."

I said, "You believe it, and keep happy."

That is God's way of dealing with us, poor, weak, humble people. He does not overlook the service that is rendered in any form, service that is rendered with pure motives, with sincerity of heart, with a desire to co-operate with God in finishing his work.

The Shorthand Route to Success

(Continued from page 310)

direct contact with men of executive ability, and into places where plans are formulated and carried into effect; and if a stenographer is of a discerning mind, he is able readily to understand the principles and methods involved.

Many of the executive officers in our ranks today connected with conference and institutional work, are those who once held stenographic positions in some department of this cause.

Stenography can be made a stepping-stone to other positions, or one can spend his entire time in that particular field of work. In either case, a knowledge of shorthand would not prove disappointing. The personal benefit from training and disciplining the mental faculties, is perhaps as great as that received from the study of any other subject. The returns secured depend upon the amount of time given to its acquirement, and one may devote his time to its acquisition with full confidence that the time thus spent will compensate him well for his efforts.

Our Elementary Schools

For Better Elementary Schools

ONE outstanding and commendable feature of the work of the incumbent United States Commissioner of Education, Dr. P. P. Claxton, is his energetic devotion to building up the nation's schools on the side where the help is most needed and where efficiency affects the largest number of persons. We refer to the public schools, especially those in rural districts.

The Commissioner's slogan in his nation-wide campaign for better rural schools is: "Equal opportunity of education to every boy and girl in America." As means to achieve this end, he puts out the following program:

1. A school term of not less than 160 days for each child.
2. A sufficient number of teachers adequately prepared for their work.
3. Consolidation of rural schools with an average area of about twelve square miles for each school.
4. Teacher's home and a demonstration farm of from five to fifty acres as a part of the school property.
5. An all-year session adapted to local conditions.
6. A county library with branch libraries at the centers of population, with the schools used as distributing centers.
7. Community organization with the school as the intellectual, industrial, educational, and social center.
8. A modern high-school education for every boy and girl in America, in the country as well as in the town.

Checking over these points with our own elementary school program, we find ours to read in this way:

1. A school term of not less than 170 days.
2. Scarcely half of our teachers adequately prepared for their work.
3. Consolidation of schools where churches are near enough together to co-operate.
4. Plans laid to provide a teacher's cottage and a school garden where possible.
5. An all-year session adapted to local conditions, as a goal to work toward and one ardently believed in by some.
6. Each school a library of at least 100 volumes, and readiness to become a "distrib-

uting center," as in the Commissioner's plan.

7. The school a community center for the local constituency in educational, social, and industrial matters — in process of development.

8. Provision for an academic education for every boy and girl who can be induced to come.

This review shows clearly the three lines of special effort to be put forth in raising the efficiency of our schools, as compared with the Commissioner's program:

1. Double the number of qualified teachers.
2. Provide a teacherage and a garden.
3. An all-year session (48 weeks), especially for the primary and intermediate grades.

Six Grades a Teacher's Full Work

LOWELL MASON KNAPP

I PURPOSE in this article to set forth some of the objections, inconveniences, and hindrances to the carrying of a full school of eight grades by only one teacher, and to give their effects upon the teacher, the children, the studies, and the recitations.

Let us do a little figuring on the program. Using the time required by our standards for the primary grades,—10 minutes for each class,—it totals 3 hours and 15 minutes each day. The grammar grades, with 15 and 20 minutes for each class, require 8 hours and 45 minutes. If we give the children two 15-minute recesses and one-half hour noon (the law in some States requires 20-minute recesses and one hour noon), that will make the teacher's time with the school total just 13 hours. To put in this amount, he would have to begin at 6 in the morning and close at 7 in the evening. Outside of this, remember that 5 minutes' preparation on each of these classes will take 2 hours and 30 minutes more. Only 5 minutes each! This figuring includes some combination work among the classes. Can you reduce this

total to the requirements of the eight-hour law, and the teacher still do the work expected?

Now we must have more manumetal training; we must have better work in reading; we must have more thorough work in Bible, more busy work, more writing, more music, and we all *do want* it; but let me add, that if you do want it, and will have it, we must have a teacher's corner in the graveyard or enlarged apartments in the insane asylum.

The teacher has to rush the program either by running over the time for each class or by stopping with an unfinished recitation; and he wonders which is worse, an irregular program or an unfinished lesson. Perhaps one can keep his classes going like clockwork, but where are they at the end of the first semester? Where they ought to be?

There's the primary work. Take the Bible class. The outline includes the story, then the salient thought, a memory verse to be learned, the application of the lesson, a song to sing, and last of all, we must get pupils started on the busy work. The teacher feels guilty if he has to leave out the song or some other part of the lesson outline every morning. I like to do this work, but either the clock runs too fast, or I too slow, to get more than half way through it by the time appointed for the next class.

In order to do anything successfully, one needs, first, to have time enough to do it right. Nothing, to my knowledge, can be accomplished in half the time needed. There is the lesson, filled with beautiful thoughts; then there is the application; and of course we must intermingle questions along through the recitation, in order to clinch the ideas given. How about individual effort for the pupil? How about the child that must be dealt with patiently, not hurriedly? How can all this be done without a good full class period of more than the program already allows? With the child, the unrecited part of the lesson becomes

the unremembered part, and perhaps all the ideas he could get out of it by his study were vague and uncertain. We must not expect the child to take too many things for granted. *He must recite*; we must review.

What About the Teacher?

Our educators tell us that we should never step before our classes without having carefully prepared the lesson outside of school. They even include the drills. As before stated, 5 minutes spent on each of the 30 classes will take 2½ hours, and that is hardly time enough to get the books open. Other books must be referred to for help, and we have all experienced that an hour is not too much for the preparation of some of our lessons.

Then there are papers that have to be corrected. The teacher must get the board ready for some class work at school. Occupation work must be prepared to keep the little fingers busy for more than ten minutes. Plans must be laid ahead for the good of the children, and often the plans of pupils must be headed off for the good of the school. So the day comes and goes, with the teacher unsatisfied, unable to go home thinking that all the specified work has been covered that day.

In view of all these conditions, six grades of work seems to me all that it is possible for one teacher to carry with any promise of real success. I am glad that this standard has been adopted for the future. There is one thing certain: We never can expect to see the best work done as long as our teachers are overworked. We cannot expect our schools to handle all the branches satisfactorily when our boards say, "Take the eight grades, and do the best you can."

The public officials are requiring more attention for each grade, and less work for one teacher. Then why wait till they come to us and demand it? Why not plan ahead, and bring ours to a higher standard now?

School and the Summer Vacation¹

P. P. CLAXTON

United States Commissioner of Education

IN the cities, towns, manufacturing villages, and unincorporated suburban communities of the United States, there are approximately 13,000,000 children between the ages of six and twenty. Of these, more than 9,500,000 are enrolled in the public and private schools. The average daily attendance is about 6,500,000. These children are taught by more than 300,000 teachers, at an annual cost for all purposes of about \$300,000,000. The city schools are in session about 180 days in the year. The average daily session is five hours. Children who attended school regularly and without tardiness have 900 hours of schooling in the year. The average attendance of those enrolled is 120 days, or 600 hours. There are in the year 8,760 hours, 5,110 waking hours for children who sleep 10 hours a day. Children who attend school the full time are in the school a little less than one third of the waking hours of 180 days, and not in school at all 185 days. The average attendance is only about one third of the waking hours of 120 days, with no attendance on 245 days. Children who attend all of the school hours of the year are in school 900 hours, and out of school 4,200 waking hours; the average is 600 hours in school and 4,510 waking hours out of school.

Probably 5 per cent of the school children of the cities and towns and suburban communities go away during the summer to the country and summer resorts; 10 per cent or less have some useful occupation through the vacation months, and 85 per cent or more are at home without useful occupation. They spend the time in idleness on the streets and alleys without guidance, on vacant lots, or swelter in crowded houses and on superheated streets. Much that was learned in school at previous sessions is forgotten. Many become criminals, and still more form habits of idleness.

I believe no one will claim that the addition of 400 or 500 hours to the number now spent in school would be a burden on any child. The addition of 3 school months of 5 hours a day would mean only 300 hours to the school year to children attending regularly and promptly, and only 200 hours to the average child on the basis of present attendance. This would give 1,200 hours for children attending the full time and 800 hours for the average child; of course much less than this for many.

Possibly the school day in the summer session should be not more than 4 hours; that is, from 7 or 8 o'clock to 11 or 12 o'clock in the forenoon. School work can be much better done during these hours in the summer than in the present school hours of the winter months. Attendance is easier and buildings do not need to be heated. Where such a program is organized, it may be found necessary to change the school work, so as to give more laboratory and shop work during the summer sessions than in the winter, and less of the ordinary bookwork. Children attending the summer session under these conditions would, no doubt, be much happier and healthier than they are turned loose on the streets and alleys with nothing to do. It is a mistake to suppose that children do not like to work. All children do like to work at whatever is of real benefit to them, until they learn to be idle.

A number of careful studies made in different parts of the country and in schools of different kinds indicate that children really do not study in school more than an average of 3 hours a day, whatever may be the length of the daily session. For children in the primary grades, the time is less; for the high-school grades, somewhat more. That includes not only the time which children give to their studies out of class, but the time in which they really attend to their work in class. This indicates the desirability of reorganizing school work in

(Concluded on page 318)

¹ Letter sent out by U. S. Bureau of Education.

THE MINISTRY

Our Reading Course

THE second month's reading in "Effective Speaking" is now due.

First Week.—Chapters 13 to 16 inclusive. We are studying the Great Principle of Cumulation. We heap up evidence with assertions, and our assertions are supported by Restatements, General Illustrations, Specific Instances, and Testimony. Chapters 13 and 14 deal with the use of Specific Instance. All these subjects should be made living and practical. Watch to see how others use General Illustrations and Specific Instance. Note their use in your reading, especially in the Bible. You are constantly using, hearing used, and reading about these things. In Chapter 15, Testimony is considered the fourth means of supporting assertions, and in Chapter 16 some additional remarks are made on the Four Forms of Support.

Second Week.—Chapters 17 to 19, to page 171. We have finished our study of Principles and the General Ends. Study the table on page 223 until you fully understand it, for of the things that have been spoken this is the sum.

We come now to the actual preparation of the speech. The first thing for the speaker to do is to state to himself his aim in the speech he is going to prepare. Pages 146 to 148 tell you about this matter.

Having decided upon the aim, or object, of your speech, you should next select your Central Idea, which is the very core of your speech, that which will be likely to gain your aim. It is defined on page 148, and is discussed throughout the rest of the chapter and the 18th chapter. The Sub Ideas, or those designed to support and develop the Central Idea, forms the subject of Chapter 19.

Third Week.—Chapters 20, 21, pages 172-201. Chapter 20 tells how to make an effective Introduction and Conclusion. The introduction should secure the good will of the audience toward the speaker, should state the purpose of the speech, should gain the good will of the audience toward the purpose, and should arouse interest in the development of the subject. The chapter tells how to accomplish these ends. Answer the questions on page 311.

The subject of Oratorical Style, treated in Chapter 21, belongs properly to Rhetoric. It means the elements of literary style most used by good public speakers. The principles are clearly stated and forcefully illustrated.

Fourth Week.—Chapters 22 to 25, pages 202-223. This week's reading has to do largely

with the preparation of the speech. The first thing to do after the selection of a subject is to ask yourself questions about the subject until you find out what you know about it and what you need to know. The use of the methods of Self-Questioning described in Chapter 22 will start interesting trains of thought, and will suggest what matters you need to read about. The next chapter shows you how to pursue your Reading to the best advantage. The remarks on the cultivation of the memory (pages 211-213) are worthy of your profound study and lifelong practice.

The title of the 24th chapter is representative of a larger class of addresses sometimes called Occasional Speeches; that is, speeches appropriate to a variety of occasions besides after-dinner occasions; as, for example, farewell gatherings, outing occasions, school functions, etc. The chapter was not written for ministers especially, but ministers are not forbidden to profit by its suggestions.

The last chapter should be read in connection with the table on page 223, to gain a comprehensive view of the whole subject and to perceive the relation of its parts.

The Outline to be used in preparing a speech (page 222) should be simplified and adapted to your conditions. Study appropriateness at all times and adaptation of rules and principles to the occasion.

If you have become interested in the subject of Public Speaking and want to study the subject further, you will be glad to know that the General Conference has requested the Fireside Correspondence School to reduce the cost of its Public Speaking Course to members of the Ministerial Reading Course. For particulars, address the principal, C. C. Lewis, Takoma Park Station, Washington, D. C.

As usual, the "Educator" will not be issued in July and August.

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School and the Summer Vacation

(Concluded from page 316)

such a way as to give 3 hours a day for intensive school work of the ordinary type, and to provide 4 or 5 hours of productive work suited to the capacity of the child, either at home, in shops under good conditions, in outdoor gardens, or in shops provided by the school. With this kind of organization, it would be very easy for children to work at ordinary school work 3 hours a day 6 days in the week, through 11 calendar months in the year, and at the same time contribute largely to their own support by well-directed, productive educational work, either at home or in the school, thus making it possible for the great majority of children to remain in school throughout the high-school period.

The cost of adding the 3 months of school would be comparatively little. There would be no cost for fuel, the cost of attendance would be less, and the additional cost for teachers would not be in proportion to the number of days added. Whatever may be the terms of the contract, teachers are in fact em-

ployed by the year. Comparatively few of them use the vacation months in any profitable way. An addition of an average of \$300 to the annual salary of the teachers would require a total of less than \$10,000,000, or about 3 per cent of the total annual cost of the schools.

For most teachers the additional months would not be a hardship, especially if the school days were shortened. Certainly this is true if teachers could be relieved of a large amount of unnecessary bookkeeping, report making, and the reading of unnecessary examination papers, with which they are now burdened. It would cost very little more to employ teachers by the year, each teacher teaching three quarters, as is now done in many universities and colleges.

Just the Thing!

The Child's Food Garden, with a Few Suggestions for Floral Culture, by Van Evrie Kilpatrick, president of the School Garden Association of America. The first volume in the School Garden Series, edited by John W. Ritchie. Cloth. Illustrated. 64 pages. 48 cents. World Book Company, publishers; Yonkers-on-Hudson, N. Y.

This is a real beginner's book. It is far more simple than any of the others now upon the market. It is essentially a child's book, and approaches the subject from the standpoint of the child. (Other books are simply garden books approaching the subject from the point of view of the subject itself.)

This book is intended to be used in the third grade, or in any grade above the third, even as high as the high school, where students are beginning to make home or school gardens for the first time. The book is intended for persons who have never made gardens before.

It explains the very first steps in gardening. It contains very definite directions for work, and every child who would use this book will be likely to have success with the first trial in making a garden, which will of course mean a great deal to the child.

The illustrations are especially helpful. Notice how much ground this book covers, by glancing at the table of contents: I. The Garden (15 subheads); II. Vegetables (9 subheads); III. Flowers (3 subheads); IV. The Seasons (12 subheads, giving work for each month in one year); V. Preserving Vegetables and Fruits (3 subheads); VI. Plant Enemies and Friends (2 subheads); Appendix (questions, maps, and tables).



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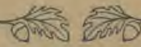
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