

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. X

September, 1918

No. 1

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The bearing of personal hygiene on health.

Proper posture a contribution to health.

Health environment and facilities in our schools.

Health subjects in the curriculum.

The gymnasium and the swimming pool.

How we got our gymnasium and swimming pool, and how we use them.

How we co-operate with the sanitarium in health building.

The physical benefits of industrial education and practice.

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The health problem with our schoolgirls.

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CLASS OF CHINESE YOUNG MEN PREPARING FOR MISSIONARY WORK. THREE NATIVE INSTRUCTORS SEATED

# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

C. L. BENSON, Associate Editor

VOL. X

TAKOMA PARK, WASHINGTON, D. C., SEPTEMBER, 1918

No. 1

## The Outlook

THE educational outlook is as bright as the promises of God and the devotion of our teachers and officers.

The school is coming into its own — nationally, denominationally, and from the community and individual viewpoints.

If there ever was a time when the school meant something constructive, aggressive, and indispensable to progress, that time is now upon us.

The public school is said by the United States Commissioner of Education to be, properly, the capitol of a democracy whose territory is defined by the word "community."

The Christian school should be, and properly is, the social capitol of the Christian community, and a dispenser of good to the entire neighborhood.

The school should be a builder, a leader, and a constant benefactor to all within reach of its influence.

The public school is weaving the nation's fabric for war, for peace, and for progressive civilization.

The Christian school is weaving the denominational fabric for home and community uplift and for the gospel conquest of the world.

The Government's leaders recognize as never before the function of the schools in making a nation great and prosperous.

The denominational leaders recognize as never before the function of the school in serving the family, solidifying the church, and manning its gospel enterprises.

The outlook could not be brighter, the opportunities could not be greater, and the consecration of every educator should constantly grow deeper.

## Our Educational Campaign

SOME years ago a retired lawyer went into the strawberry business to recuperate his broken-down nerves. He was a good advertiser, and always represented that he had just one purpose in raising this fruit for the market, and that was to produce *great big* red strawberries, and to make them taste a little more delicious than any that his neighbors could raise.

He accordingly spared no pains to perfect the culture of the berries in the field. He brought out carloads of fertilizer from the city stables and worked his soil over and over until it was just right for the plants; taught his men to spread the roots of each plant out so as to give them the largest feeding ground as they set the plants by hand; showed them how to make the right kind and right number of strokes with the hoe to get the best results; required them to hoe two rows at a time, walking backward in long steps while they did it, to avoid losing the quart of moisture which he said each man's track would cause; and as a result, when he sold his berries to neighbors and on the general market, he could easily collect two or three cents a quart more than the market price. He had a definite stake in his business, and made everything bend toward success in reaching it.

We now have under successful conduct the biggest educational campaign we have ever undertaken. This campaign has one *great big* objective: Every Seventh-day Adventist boy and girl in our own schools. Like strawberry culture, this main objective has several accessory and contributing factors. The first step in it was an initial arousal of interest in all the people in Christian education. To bring this about, the following stakes were set for the summer season:

1. Every Seventh-day Adventist home personally visited.
2. The placing of the campaign EDUCATOR in every home, with a subscription blank in it to aid in making it a regular visitor in each home.
3. The taking of a census of every Seventh-day Adventist boy and girl of school age in the United States and Canada.
4. The distribution of twelve specially prepared campaign leaflets to every Seventh-day Adventist reader.
5. The placing in each home of a neat poster containing our *great big* objective, expressed in the form of a perpetual goal, in order to keep it prominently in the minds of every family.
6. The placing in every church, school, publishing house, conference office, and other public buildings of the same poster in larger size, in order to keep our goal before the eyes of all the people as they come and go.
7. To carry on our campaign of initial arousal on such a basis that we could make the campaign toward our main objective a perpetual one.

We are happy to announce that up to the date of this writing (August 1) our progress in the initial campaign has much exceeded our highest expectations when we set out. With some trepidation of heart we ventured to set 20,000 as a sort of maximum number for the circulation of the EDUCATOR, the leaflets, and the home posters. For fear we were overdoing it, we printed the first edition of only 10,000 of part of the leaflets. The following figures will show how far we fell short of estimating the real interest that would be taken in our campaign, and its success.

(Continued on page 11)

# EDITORIALS

## Objectives in Teaching

TEACHING is one of the holiest callings that can come to a young man or woman. It is well for us occasionally to take an inventory of what is implied in the teaching of a Christian school. We are conducting a system of schools for our own denomination. It is well for us to inquire anew why we are doing this.

One thing is sure: We are not conducting these schools to provide employment for our young men and women, nor to compete with the public schools, nor because we wish to be exclusive and self-centered in society. There is only one main reason why we have started a college, an academy, or a local church school. That reason is at bottom, and altogether, and ever will continue to be, a spiritual one.

The advent movement is a spiritual movement. The Seventh-day Adventist denomination is a spiritual organization. All its aims in its world-wide work are essentially spiritual. We cannot carry on the great work of evangelizing the world in this generation without a large army of well-trained men and women to do the work. Since the movement itself is spiritual, the education and training of young men and women must be spiritual above and beyond and beneath everything else.

Let not a single teacher ever allow the impression to gain a dominating influence in his work that he is only a school-teacher in the common acceptance of that term. It is true that he has to teach grammar and history and arithmetic the same as any other teacher, and that in all fitness the Bible should be added. But unless every subject in his curriculum is taught vitally and essentially as a spiritual subject, the teacher has not yet caught the true vision of his work. All truth in any line of study may be made to contribute to spiritual ends. Mathematical, historical, and scientific

truth are not only demonstrations and illustrations of spiritual truth, but when rightly presented may greatly enlarge and deepen and intensify the spiritual vision.

We should never gain the idea that the secular principles, as, twice two is four, water runs down hill, and plants draw sustenance from both the air and the soil, are to be taught merely as such. These facts are mere outward expressions of great underlying principles which center in the Creator. God can and does reveal himself as positively and effectively through the facts and laws of creation and of thought and of academic principle of whatsoever kind, as he does through his written Word. God is not confined to one avenue of communication with the human heart. The more fully we recognize the many means of teaching truth he has provided, the more fully shall we see and sense that the function of teaching is a many-sided one, and that all elements in it contribute in the hands of the Christian teacher to the one end of spiritual enlightenment, uplift, and power.

It is not intended by these remarks to lead the teacher into the error sometimes committed of endeavoring to "spiritualize" everything he teaches, and thus lose sight of the practical and concrete. It is rather the purport of what is said here to encourage the teacher to turn to spiritual ends all the facts, principles, and laws of whatsoever kind he deals with in his teaching. The teacher who fails to carry his instruction to the point where some spiritual benefit results to his pupils in every kind of study, has not yet caught the spiritual vision of his high calling.

We earnestly commend every teacher who reads these words to review his motives and true objectives in his teaching, in an effort to discover what there is in mathematical, historical, and scientific

facts, and even in the laws of his mother tongue, which will contribute to spiritual ends and which he may not yet have discovered.

We do not wish to see the Christian school merely a public school under Christian auspices, attended by the children of Christian parents, and taught by a Christian teacher. We want to see new wine put into new bottles, and so fulfil the great objective in conducting Seventh-day Adventist schools—to make all their work contribute vitally and essentially to spiritual ends.

### Our Foursquare Goal

THE public schools have a threefold goal. It is mental, physical, and social efficiency. Every student is being trained to serve his country. Seventh-day Adventist schools need a fourfold goal. We must train students spiritually, physically, intellectually, and socially.

The spiritual comes first. The times demand that each student receive a new vision of the Lamb of God. Each must experience forgiveness of sins. He should know the love and mercy of God for lost mankind. He needs to sense his dependence upon a personal Saviour. He needs a vision of the possibilities before a Christian life. The world's ills, if kept in the forefront, will challenge him to assist mankind. Our schools should instil a strong faith in God, one that cannot be shaken by adversity or misfortune. Let us send every student from our schools with a strong faith in the Bible as the inspired word of God. The third angel's message must have first place in the classroom, the chapel, the dormitory, and the campus. The program and curriculum should contribute to the student's preparation to give this message in all parts of the world.

Christian education gives the student a sympathetic feeling for lost mankind. It frees him from a pharisaical spirit. Christian teachers invite their students to a consecration like that of Livingstone. Christian students are willing to go "anywhere, provided it be forward."

Let our schools plan to help students develop strong, clean bodies. Teach them that the Holy Ghost must dwell within. Develop bodies that can stand the fevers, heat, and privations of the mission fields. Prepare them to live until Jesus comes.

The intellectual needs to be emphasized. "Higher than the highest human thought can reach is God's ideal for his children." Inspire our students to attain. "Guided by religious principle, they can climb to any height of endeavor." Our young men and young women need a mental training which will enable them to grapple with the problems of the world. We should train for life and for service at home and abroad. The cities of the homeland need consecrated, educated workers.

Our schools should train young people to mingle with men and women of culture and refinement. Workers need to be warm-hearted and sympathetic toward those who do not believe as we do. This fourfold preparation, spiritual, physical, intellectual, and social, will send forth an army of young men and young women equipped to enter the white harvest field next spring as soul-winners. Men now groping in darkness will rejoice in the light.

Surely the needs of the great, troubled, heartbroken world demand that our schools come up to the highest stage of efficiency in their efforts to train young men and women for service. C. L. B.

### A Great Life Motto

I AM not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. I must stand with anybody that stands right, stand with him while he is right, and part with him when he goes wrong.—*Abraham Lincoln.*

God is displeased with those who are too careless or indolent to become efficient, well-informed workers.—"*Christian Education,*" p. 242.



# The Spirit and Plans of Our Schools for 1918

It is unnecessary to say that our colleges and academies are working toward the same general objectives in their curricula. It is nevertheless an unwise thing for the school management to drift along to their general objectives without defining to themselves and others in a very concrete way the particular goals they are working toward each year. These cannot be studied and adapted and reviewed too often, for definite study of this kind often brings in new light and clears up the aims of the school.

We accordingly invited our leading schools to state in a brief, definite way, their objectives for the coming school year, and the means they purpose to use to gain them. We regret that so few responded, but take real pleasure in presenting the statements of those who did answer, hoping that these may prove a blessing to these schools and stimulate others to do likewise.

It is gratifying to observe the note sounded in these statements, that true education is a preparation for real life, and not the pursuit of a formal curriculum. The spirit of our times and the demands of our denominational work emphasize more than ever before the closer adaptation of the work of the school to the actual needs of the field. Every member of the faculty will do well to study his particular work in the school from this viewpoint the coming year. The statements follow:

*Union College.*—Here at Union we have always endeavored to inspire our young people to the highest and best in Christian character. In addition to this we endeavor to make plans that will bring every student into the very closest contact with religious life and experience.

We, of course, have the daily worship in the college homes and the daily chapel exercise.

Prayer bands are organized to meet daily for fifteen minutes. Every student

is invited to participate in these meetings. They are led by students, but supervised by the teachers. We have our ministerial seminar once a week. A large number of working and training bands are organized, such as Foreign Mission, Christian Help, Colporteur, etc.

Aside from the daily meetings, the faculty assembles every two weeks for prayer, for reports of personal work done, and for counsel concerning the religious needs of the school and of individuals.

We are arranging to have a special adviser for each student. This adviser will keep in close personal touch with those for whom he is responsible by holding a conference with them at least once each period.

This, together with the close personal contact of the preceptors and preceptress and with all religious organizations, such as Sabbath school, young people's meeting, and prayer bands, offers to each the greatest opportunity to develop all of his spiritual nature.

We hope that these efforts will bring to Union College even greater blessings than we have had in the past. Our Friday evening social meetings have been well attended and many new victories won. We expect to continue these meetings regularly, and have faith that thus every week of the school may be a true week of prayer.

HARVEY A. MORRISON, *Pres.*

*Walla Walla College.*—Our faculty is planning, with God's help, for the best year in the history of the institution. The times demand the expenditure of such thought and effort as will merit no low standard. Every student for Christ and every Christian a soul-winner, coupled with the highest standard of intellectual and physical attainment, is our goal.

W. I. SMITH, *Pres.*

*Clinton Seminary.*—Last year all but one of the students were converted and baptized. Our aim for 1918 is every un-

converted student won for Christ. We realize that this means constant and untiring efforts on the part of both teachers and consecrated students. The instruction given and the appeals made in the various services, including the Friday evening meetings, accomplish much toward this end. Frequent visits from the teachers and prayer with the students in their rooms are also essential.

Our plan is to connect every student with a soul-saving effort to be carried on in the city and surrounding country. The Ministerial class will conduct meetings and the Bible Workers' Band will give readings. Wherever there is an opportunity, we expect to conduct Sunday schools.

F. R. ISAAC, *Pres.*

*South Lancaster Academy.*—Our outstanding aim in planning for the next school year of South Lancaster Academy is that the institution shall realize its highest possibilities as a place for the training of Christian workers. The cause of God needs ministers, Bible workers, teachers, medical missionaries, colporteurs, business men, stenographers, and bookkeepers, and it will be the privilege of our faculty, as students come to us, to sit down with each one individually and plan such a course as will be best adapted to fit him or her for the highest degree of usefulness.

In order to give our students a preparation for real life we expect to place added emphasis on the industrial classes. Our young men will be encouraged to combine with their academic studies, work in the carpentry shop, or on the farm, or in the bookbindery and printing office. The girls will learn to make their own dresses, and to prepare a wholesome, appetizing meal. They will study the science of home-making. Our students will be instructed also in the giving of simple treatments and the general care of the sick. To make this possible we expect to equip adequate treatment-rooms, and arrange for the necessary medical help. We shall offer special facilities to the young men eligible to the draft in order to give them a suitable

preliminary training for the Medical Corps.

As a faculty, we desire above all things that the coming school year shall be memorable for the evident presence of God. We hope and pray that the institution as a whole may be pervaded by the spirit of love and true Christian fellowship, that in the dormitories and in the classrooms heavenly influences may continually prevail, and teachers and students alike may rejoice in a sense of divine leadership. From such a school we know that workers will go forth clothed with the power of the Holy Ghost to finish the work of God.

M. E. OLSEN, *Prin.*

*Williamsdale Academy.*—We purpose, by God's help, to convert every student, and place those already converted upon a stronger Christian foundation. It is my plan to keep before the school the great needs of the mission field, and if possible, to create a desire in each heart to prepare for the foreign field by relating my experiences in India among its heathen.

Ministerial and Bible Workers' Bands will be formed, and practical work done in the neighboring parish.

H. K. MARTIN, *Prin.*

*Oswego Academy.*—We are planning on great things the coming year. First of all, we mean to build substantial characters and give such thorough instruction in the message that all will be established in the truth. We are already planning and praying for the revival effort to be made this year. Every student must go from this school at the close of the year with a living faith in God.

D. E. HUFFMAN, *Prin.*

*Adelphian Academy.*—Our faculty is committed to the truth that conversion is the only true beginning of a Christian education. So the first matter that concerns us for the coming year is the spiritual birth of our students. To this end we aim to make our first services special times for heart gifts to God. Our attention will then be given to the threefold development of our students.

R. B. THURBER, *Prin.*

### The Spirit of the Teacher

It is a common saying that the teacher makes the school. This is true, but the thing we are concerned about most is not the making of a mere school, but of the right kind of school. The making of the right kind of school requires the right kind of teacher.

The right kind of teacher will not spare himself to measure up to all the standard qualifications that his profession calls for. His profession, as applied to Seventh-day Adventist schools, calls for at least two years of general education in advance of the highest grade he is called upon to teach. In the case of the elementary teacher, twelve grades of general education are necessary that the eight grades may be taught successfully. Besides this, he should have his two years of professional training in a Normal course. He must have his certificate, keep up his work on the Teachers' Reading Course, and attend summer school. No teacher can hope to keep abreast of the needs of a schoolroom filled with wide-awake boys and girls who does not exert himself to meet these technical standards to his own satisfaction and to that of his supervisors.

But after all the technical and professional standards have been fully met, it is the spirit of the teacher, more than anything else, that makes his school really efficient. If I look upon standards or professional training as too technical or too high, or in any way depreciate them in my own estimation, I am allowing a spirit to govern my attitude toward a sacred profession, that unfits me for acceptable service. These standards are all adopted in our general councils, and represent the best concensus of opinion upon what they ought to be. No teacher can afford to be a grumbler. If he grumbles, his pupils will grumble, his patrons will grumble, the school board will grumble, the community will grumble. If he accepts the requirements for his profession cheerfully and optimistically, his spirit will pervade all he does in the schoolroom, and extend out in the homes

and the community. The influence of such a school radiates like sunshine into the neighborhood, helping to overcome the disposition in others to grumble.

In a still higher sense the spirit of the teacher should be a radiation from the Spirit of God that dwells in him. It is a most sacred trust to accept the teaching of boys and girls. Only continual droppings of heaven's grace can keep the teacher what he ought to be as an example and shepherd of the beautiful flock. The teacher must be found often in some quiet retreat, meditating upon the Word of God and lifting his heart to the great Teacher above for a new unction of the Spirit. Like Moses, he must go up into the mount and meet God there, so that he may come down again with his face irradiated with glory and with love for his children and his work.

### Efficiency

WHAT is the meaning of this much-lauded and much-used term, Efficiency? We hear it on every hand. There appears to be some magic power in it, some secret that seems to be beyond the finding by the many, and in possession by the few. Let us probe it a little, and see what we can discover.

The hidden meaning of Latin roots, when brought to the surface, often reveals unthought-of ideas — ideas in such simple setting that their force is felt by the mere finding of them. From this viewpoint the word "efficiency" means simply a *working out*.

This is very suggestive indeed. If you have caught a new vision of your calling, work it out. If you are impelled by a right motive in what you are undertaking, work it out into practice and let it characterize all you do. If you have caught a new inspiration from the life of some Christian hero, work it out in your life while it is fresh and keen. If you have caught a new sense of your need of self-improvement, work it out in your plans. If you are impressed by the ability of some teacher or preacher or writer or workman of any sort, and long

to be like him, work it out by yourself.

If you are carrying only a third-grade certificate, work it out and substitute a second-grade, and then work it out again and substitute a first-grade. Then go on working it out until you gain a professional and then a life certificate. Why be content to remain at the bottom with the top distinctly in view? If you have only a tenth-grade education, why let it rest there? Work it up to a twelfth-grade. An academy education is something worth striving for, and when you have reached that, you are not more content than you were at ten grades. Work it up to a normal or a commercial education, and then on to a college education. There is no more reason why you should continue in life with a limited education than your neighbor should, even if you do think there is a difference.

Until you demolish that difference you are not working on the principle of efficiency.

Efficiency calls for the working out of the road before you every difficulty and obstacle that hinders your progress. Efficiency calls for the overcoming of traits of character that hamper you in making your goal. Efficiency calls for working sin out of the life, and envy, jealousy, and bitterness out of the heart. It especially calls for the working off of the habit of grumbling or complaining, and of blaming somebody or something because you are not more than you are, and do not do more than you do.

You will never know what efficiency is until you have put into actual practice the inevitable, inexorable, and immutable demand that the fiat of efficiency has decreed, namely, work it out.

## Vitalizing Classroom Work

THE title of this article is not a new one. It has appeared in the September number of the *EDUCATOR* the past two years, and in other issues also. Is it not time that its meaning should be embodied more fully in practice than heretofore?

The educational trend of the times is very strongly toward a more intimate connection between the work of the schoolroom and the world outside. It calls for the abandonment or the adaptation of traditional methods that have made the schoolroom work little more than an educational ritual come down to us from the Middle Ages. The influence of the new school ought to extend into the home and into the community. Its work ought to take within its purview events that are going on in the world about us and seek to make the student intelligent on what he says and hears in the routine of daily life.

The past two years we have done something by way of introducing standard magazines into various kinds of class work, in the endeavor to vitalize the in-

struction in the respects pointed out above. We have used the *Literary Digest* as a general magazine, thoroughly reliable, with secular, religious, political, and other kinds of news of the world's doings. We have also used one of our own magazines, the *Watchman*, to aid in giving our students an interpretative view of conditions and happenings in the world at large. Both these magazines have made special rates for school use. The publishers of the *Watchman* are ready to co-operate, and are seeking to accommodate the handling of this magazine to the needs of the schools. Up-to-date arrangements with the *Digest* and the *Watchman* are as follows:

For school use the *Watchman* will be supplied at seven cents a copy on quantity orders of single issues, and the *Literary Digest* at five cents a copy, provided the school takes at least ten copies weekly. Teachers using the *Digest* in their classes are supplied a set of lesson plans for each current issue. We prepare the outline on the *Watchman*, and it is supplied to schools by the *Watch-*

man. Subscriptions for the *Digest* may be sent to the publishers direct, and for the *Watchman*, through the tract societies. It is best to procure from the publishers subscription blanks provided for this special purpose, and send in orders on these.

Let every teacher and school manager give earnest thought to the possibilities in the use of these magazines to help vitalize school instruction. It will keep both teacher and student from falling into a rut, and will aid them in keeping on the alert for the good things that are within easy reach.

We give herewith the outline lesson on the *Watchman* for September:

#### School Outline for September "Watchman"

1. How much of the world's population is represented on the Western European battle line? P. 3.

2. Why are all nations interested in the Czecho-Slovak movement in Siberia? P. 4.

3. What is loyalty in war time? P. 27.

4. Can you tell why missions are the advance guard of civilization? P. 7.

5. Will all the Jews migrate to Jerusalem? Pp. 14, 15.

6. What will be the purpose of Christ's return to this earth? Pp. 8, 9.

7. Why does the doctrine of the resurrection have special interest to Christians today? Pp. 10, 11.

8. What unparalleled opportunities does the teacher have to render service? P. 13.

9. What effect is the war having upon Christianity? Pp. 22, 24, 25.

#### Our Educational Campaign

(Continued from page 4)

According to official figures furnished us by the Review and Herald Publishing Association, which did the printing for us, we have the following showing based on material actually sent out or definitely ordered.

Campaign EDUCATORS .....	32,610
Campaign leaflets (each) .....	32,185
Census blanks.....	32,160
Home Posters .....	23,594
Church posters .....	2,500

Two editions of most of these have been printed, and the publishers say that

there is every prospect that a third edition will have to be run.

A little further comment on the significance of these figures will help us to appreciate what they mean. Our denominational membership in the United States and Canada is 87,222. This shows an average of one EDUCATOR and one set of leaflets in the hands of every third Seventh-day Adventist in North America. If we estimate the number of families as one fourth the entire membership, more than enough home posters have already been sent out to supply every Seventh-day Adventist home. In the effort to place the *Review and Herald* in every Seventh-day Adventist home, the publishers are working on the conservative estimate of 25,000. Our number of home posters will doubtless reach that number by the time this issue of the magazine reaches its readers.

The total number of churches in North America is about 3,000. We shall soon reach that number with our church posters, and hope that they may be placed in all our offices and public buildings in addition to the churches.

We have estimated also that there are about 36,000 youth among us of school age, with about half of these already in our own schools. The number of individual census blanks sent out is above 32,000, and it is our hope that not a single Seventh-day Adventist boy or girl will miss being registered in this census taking.

We only regret that the results of holding our Educational Rally services on Sabbath, August 10, may not be recorded here, but they will appear in the *Review* as soon as they can be brought together. We have been working to the end of heading up our summer's effort on this occasion, and gracing it by hanging the church poster, with appropriate prayer and dedication of the church membership to its goal. It sets before us something toward which we can work arduously, and for which we can pray fervently, throughout the years that may be yet before us until the work is finished.

It need hardly be said that the excellent results achieved so far in our campaign are owing largely to the faithfulness and energy of our educational officers and conference leaders, coupled with the spirit of the campaign itself, and its very obvious and most laudable objectives. It would be a great pity to slacken our efforts in the least until every aim in

the campaign is fully reached. While some conferences may have reached the goal by August 10, others will find it necessary to press the campaign for weeks to come. Let us set our hearts to one thing, that whether it takes one week more, or until Christmas, or until next summer, we will PUSH, PRAY, and PERSEVERE until the task is done.

## Wider Use of the Schoolroom

TEACHERS and school managers should never lose sight of the fact that the school is an annex to the home. As an institution, its origin lay in the needs of the home. In God's purpose, the parents were to be the teacher and the priest of the family. Had not sin disconcerted the divine plan, this ideal would be operative today. But the cares and pleasures of life, and indifference, born of sin, made deep inroads in the home, so that to realize God's purpose to save both parents and children, the institutions of the church and the school were brought into the community to save the homes.

The school, then, is an institution of the community as well as a servant of the home. The Christian school is as sacred an institution in its own sphere as is the church in its sphere. Its Christian supporters and patrons should learn to look to it on week days, as they look to the church on Sabbaths and other special occasions. The school should be the social capitol of the community. The United States Commissioner of Education has ably defined the function of the public school in this way: "Every community a democracy, and the school its capitol." The Christian school should be this very thing, and more too. It should serve the social needs of the Christian in special ways in which the secular school cannot serve social needs.

But the Seventh-day Adventist school has a larger opportunity than that of serving the community needs of its direct patrons and supporters. It has a responsibility to the general neighborhood, equal to that of the public school. It

should be to the entire community like a lighted candle set upon a candlestick.

How, then, can the school realize its community function? In many ways. Its patrons and supporters are interested to know what is actually going on in the schoolroom, but find it difficult to visit the school during the working hours of the day, or if they do, to stay long enough to see very much of its work. The teacher may therefore give an occasional program in the evening, in which the actual work of the school is represented in its various phases — not something specially prepared for exhibition, but a rehearsal of what the pupils do from day to day, together with exhibits of work they have done in connection with book study and in their manual training.

The teacher should be on the alert also to have his pupils aid in community movements of the right kind, and in church efforts, inviting neighbors to the school building to plan and head up things. The teacher should feel the pulse of the community and seek to have the life of his school throb in unison with every movement of the right kind. This is often worth much more to pupils than book study. The principle applies equally to our colleges and academies with our local church schools. The school does not function fully until it enters into the community in a very practical, sympathetic way. Nothing will react more wholesomely on its own work, and nothing will obtain more effectually the friendly sympathy of the entire community.

### Brain, Brawn, and Bullion

SOME one has said that the sinews of war and of business are brain, brawn, and bullion. We wonder if these are not three very essential factors in the conduct of Christian schools, and of a program to evangelize the world in this generation.

While the main goal of the Christian school is spiritual, the fact should not be overlooked that the right kind of brain development has much to do with the comprehension, application, and teaching of spiritual truth. The greatest natural possession that any man or woman has is his mind. It is to the mind and through the mind that God speaks. He reveals himself to the intelligent man. The imbecile, the idiotic, and the disordered brain has little or no conception of God or his claims.

It is only reasonable to infer that the normal brain is limited in its conception of spiritual truth by the state to which its powers are restricted or developed. God expects us to trade on the talent of intelligence as well as on any more obvious gift of the Spirit. Mental culture is not a thing to be despised simply because it is often overdone to the exclusion of other elements in true education, but it is a thing to be earnestly sought after and cultivated in every growing child.

No monopoly of brawn may be maintained by the athletic club, or the gymnasium, or the factory. Brawn is as vital to genuine Christian living and evangelistic effort of every kind as it is to the felling of trees and the swinging of the hammer at the forge. Brawn is a natural, not an abnormal, mark of health. Without hardy muscles no man can serve God so well in any capacity.

The teacher can well afford to cultivate physical strength assiduously. The student should always safeguard and develop it conscientiously during his student life, and the missionary should look upon it as one of the greatest elements in his trading capital. Many a life and much money have been squandered in the mission fields for lack of adequate

physical education and health preparation for the exacting service of home and foreign fields.

Bullion is not merely raw material for the mint. It represents rather the possibilities in value of every kind of resource and revenue that can be legitimately brought into service for the cause of truth. Every boy and girl who goes to school has the question of providing the bullion to settle first. The problem stays with him throughout his school career. When he enters upon field service, it is ever before him. The principles of thrift should be taught diligently and practiced faithfully from childhood up.

We cannot promote new schools or develop properly those we have without the necessary bullion. We cannot educate ourselves, nor our children, nor evangelize the world without bullion. Therefore let bullion have its own rights in all our plans and practices.

Truly brain, brawn, and bullion, if indeed they are the sinews of war and of successful business, are emphatically the sinews also of genuine Christian educational effort, and of successful missionary endeavor.

WE would that there were strong young men, rooted and grounded in the faith, who had such a living connection with God that they could, if so counseled by our leading brethren, enter the higher colleges in our land, where they would have a wider field for study and observation. Association with different classes of minds, an acquaintance with the workings and results of popular methods of education, and a knowledge of theology as taught in the leading institutions of learning, would be of great value to such workers, preparing them to labor for the educated classes, and to meet the prevailing errors of our time. Such was the method pursued by the ancient Waldenses; and, if true to God, our youth, like theirs, might do a good work, even while gaining their education, in sowing the seeds of truth in other minds.—  
*“Christian Education,” p. 213.*

## Getting Our Young People into College

MANY a young man is debating with himself this year: "Shall I go to school? or shall I continue to work on the farm until I am drafted?"

President Wilson, Commissioner of Education Claxton, the War Department, and educational and scientific societies throughout the land answer the question by urging the ambitious young men to serve their country by going to school.

The attitude of the Administration in Washington is, that in no way should the war be urged as an excuse for giving the young men of the country any less education in quantity or quality. On the contrary, they insist that everything should be done to make the young men and young women more efficient and better qualified to take up the duties and responsibilities of life.

The President has repeatedly urged the youth graduating from high school to continue their education in college and technical schools, "to the end that the country may not lack an adequate supply of trained men and women." He also assures the young men who are not called to active military service that "by pursuing their courses in school with earnestness and diligence they also are preparing themselves for valuable service to the nation."—*July 20, 1917, Letter to Secretary Lane.*

The times demand trained men. Nations, business corporations, and the church of God need young men with strong, healthy bodies, and well-trained minds to carry on their work. Young men, the flower of the nation, are today giving their lives without reserve to their country. This is most commendable.

But the young American serves his country just the same whether he be in the battle lines, or in a schoolroom training for service, getting ready to help his country in the great reconstruction pe-

riod that is bound to come when the war for democracy and humanity is ended.

Young man, go to school. Get an education. Prepare for service. The church of God needs your help. Men are falling at their posts of duty. New doors are opening on every hand. They challenge you to serve your fellow men. You can do this best if you have a trained mind. Our schools are beckoning you. They are the gateway to service.

The Spirit of prophecy says, "Educate! educate! educate!" Men like Moses and Daniel are needed today. Men who know God. Men whose minds are trained, whose talents are not buried in the earth. Will you develop your talents? Do you desire to make the most of your life? Do you want to serve your fellow men? Will you be a soul-winner? Then get a Christian education. Let nothing prevent you. Join the army of the reserves. Keep your eye upon the Lamb of God, your ear open to his call. Then by and by when you have received the tongue of the learned, that still, small voice will speak, "Who will go for us, whom can we send?" Then answer, "Here am I; Lord, send me." The Lord can then use you as he used the five loaves and two fishes to feed hungry men and women.

C. L. B.

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.—"*Education*," p. 262.



# EDUCATIONAL PROGRESS

## Aggressive Educational Measures

THERE is nothing more satisfying than aggressive effort in a good cause. The opportunity to advance and improve and intensify is one fervently to be courted. There is no such thing as standing still in genuine educational endeavor. Experience is enlightening and constantly stimulating the wide-awake mind to cultivate the school plant more assiduously, and to blaze out new trails toward our objectives.

Just at this time, conditions in the nation and in society external to the denomination, emphasize the value of certain principles that have long been current within the denomination, but not sufficiently applied to demonstrate their supreme value. Many causes which stimulate the nation to greater activity in its own interests in the emergency of war and the problems that will follow, apply equally to denominational endeavor to meet the needs of the gospel emergency that is felt throughout the world.

In the recent General Conference Council in Washington, in which our denominational relations to the military situation and to the status of our missionary operations were studied, the Educational Secretary presented to the delegates ten needs, which the war interests and the denominational interests share in common, as follows:

1. Much better physical education.
2. Greatly improved industrial education.
3. Intensified character education.
4. Extended medical and nursing service.
5. Vigorous campaign for a large increase in school attendance, from the elementary school to the college.
6. Aggressive college extension work.
7. The establishment of scholarships for worthy and promising students.

8. More men in the teaching service.

9. A decided increase in funds, to raise the efficiency of our schools in the effort to extend their benefits to every Seventh-day Adventist boy and girl and to train workers.

10. A better adaptation of our school curricula to the actual needs of the denomination and of the times we live in.

The need of greater efficiency in every one of these ten lines is being emphasized by the nation's war leaders and educators. There is a remarkable parallel to these needs in our own denominational work. The nation is looking to its schools to put into operation plans that will meet these needs. The War Department is reaching out to almost every type of school to stimulate activity of these kinds, and even to commandeer their facilities and teaching force. We want our educational leaders to take knowledge and apply the lesson. We have practically every reason for these improvements that the Government has, and equally important ones in addition. We must not be passive in our attitude toward the needs of the Government in the present national emergency, nor must we be inactive in respect to the marked denominational needs in the present spiritual awakening and gospel opportunities among the multitudinous nationalities of the world.

## Measures Adopted

AGGRESSIVE educational measures were presented by the Department of Education to the General Conference Council and adopted as follows:

In harmony with instruction of long standing in the Spirit of prophecy, with aggressive steps being taken by the nation's leading educators, and with the needs of the times and of our own work intensified by the war, we recommend the following measures:

1. *Health Development.*—That our conferences and schools co-operate in establishing a definite system of health inspection and health development in all our schools from the elementary to the college, and that we request the Medical Department to assist in arranging for persons and plans to make this work effective.

2. *Industrial Education.*—That our school boards and faculties study more earnestly the need of facilities and teachers for industrial education, and put plans into operation for more efficient instruction and training.

3. *Developing the Local Church School.*—That the boards of our local elementary schools make serious effort —

a. To provide suitable living quarters for teachers, a teacher's cottage or apartment wherever possible;

b. To stabilize their tenure of office;

c. To help constitute the local school a community center for church and neighborhood service.

4. *More Men Teachers.*—That we encourage the employment of more men in our elementary schools and Normal Departments.

5. *Push the Campaign.*—That we encourage the promoters of the present educational campaign among our churches and homes, to continue their work faithfully until the summer goal of visiting every home, is accomplished, and that this initial campaign be followed up vigorously until our perpetual goal of every S. D. A. boy and girl in our own schools is reached.

6. *College Extension Work.*—That the faculties of our colleges make earnest effort to carry on well-formulated extension work among our churches and homes, during both the school year and the summer vacation, and that we ask the conferences to bear the necessary expense of this work.

7. *Adapt Our Curricula.*—That we request the Educational Department to make careful study of better adaptation of our school curricula to the actual needs of the denomination and of these times, especially in those features whose

importance has been intensified by the war situation.

8. *Education for Foreigners.*—We recommend the establishment of a department in the Swedish Seminary for the foreign-speaking peoples not otherwise provided for.

9. *Education for Spanish People.*—We recommend the establishment of a school or department for the Spanish-speaking people, the course of studies, time, place, and other details to be worked out later by the Home Missions and Educational Departments.

10. *A Spiritual Revival.*—That we conduct a spiritual revival in all our schools the coming year, in harmony with the proposed revival throughout our churches.

#### Comment

We give here a brief running comment, under numbers corresponding to those above.

1. Not a new recommendation, but an excellent one renewed, and in great need of being carried out. Definite plans are forthcoming.

2. We have promoted industrial education only half-heartedly. The ideal has been before us for forty-four years, but is weakly operative as yet. The present great need of food production and of expert mechanical labor has caught us asleep, and we have missed the decided educational value of learning a trade while pursuing studies in school. Better facilities and better trained teachers must be forthcoming. Our colleges must rally to the situation and produce instructors filled with enthusiasm for industrial education, and skilled in teaching and practice.

3. Many of our faithful elementary teachers have occupied unsuitable living quarters long enough, and some have felt the sting of being regarded charity roomers or boarders. Broken health and discouragement have come as a result in too many cases. It is high time that the local church school teacher be looked upon as one of the most respectable members of the community, and provided

living quarters that will make his work function much more fully than it can under such conditions as prevail in many places. A teacher's apartments may easily be included when the school building is erected, or a simple teacher's cottage may be built near by, where a single teacher, with some relative or friend or older student, may live, or where a married man and wife may settle as permanent members of the community and teachers of the young. Garden space should be provided, and the teacher made to feel that all the church can do for his comfort is none too good, and is freely given for the effect it will have on the efficiency of his teaching and community work. This treatment will stabilize his tenure of office and avoid the weakness that comes from frequent change of teachers. It will enable the teacher to enter into the life of the Christian community and render a highly valuable service to the church and to the neighborhood. The light of a Christian school should not be put under a bushel, but set upon a candlestick where its rays may penetrate to the homes within its environment.

4. The masculine element is needed in the school as well as in the family. That child is regarded as unfortunate in the home who has lost either father or mother; but we too often make the school an orphanage with only one side of the house represented. This in no sense reflects upon the faithful work of our women teachers, but only emphasizes God's own wise plan of keeping the children under both fatherly and motherly influence during the school period. This balance is equally important in the Normal Departments where our teachers are trained. It has come to be almost the general rule that the entire Normal staff is made up of women teachers. Every one will recognize the need of improving this situation.

5. Our educational campaign must not be allowed to lapse for a single day. We must persevere until we make our summer goal of every Seventh-day Adventist home personally visited, and every boy

and girl of school age registered on the census roll. We need to know, and are determined to know, who and where our boys and girls are, and how many of them we need to provide for. Then when these two summer goals are reached, we must press vigorously on toward our perpetual goal of every Seventh-day Adventist boy and girl in our own schools and every student in our schools a worker.

6. The talent represented in our school faculties should do a larger service than merely teach the boys and girls who come to them during the school term. The rank and file of our local church membership need and will appreciate the help that these teachers can give them in many practical lines. It will greatly bless the teacher to get out and minister to our church people who are left so largely without local pastors to shepherd them. Teachers will return from such effort and contact with the people to their schoolrooms with renewed interest in the welfare of the children, and with a new vision of what they need and how to minister to those needs. It will bring a very wholesome field flavor into the schoolroom, and help keep its methods out of a rut. It will blend the school and the community interests as they should be blended. Such service will greatly bless the laity, and the school will reap large benefits in increased attendance as a result of our people's becoming better acquainted with its teachers and with the principles and ideals being set before their sons and daughters in the school they attend. It is highly fitting that the conference should bear the necessary expense of this work, and at our recent council it was cheerfully agreed that it do so.

7. This is an enabling measure, looking toward a serious study for the improvement of our school curricula. They are still too traditional and stilted in their content and methods. We must serve the times we live in, especially must we serve the denominational needs that are pressing upon our schools for help as never before. We can afford to

forego some of the medieval elements in our curriculum, for the sake of living and acting in the present. Nothing hasty or extreme will be done, but we must do something.

8. This measure is intended to provide a center for the education and training of the many foreign nationalities in whose interests our Home Missionary Department is laboring, who are not provided for in some other school center. This includes the various Slavic nationalities and the Italians.

9. This measure provides in a similar way for our Spanish and Mexican believers.

10. It was deeply felt by our leaders at the recent General Conference Council that there is great need of a spiritual revival among us — among the ministers, teachers, and other leaders first of all, then among all the people. It will be a high privilege for our schools to participate in revival effort of this kind. If ever we needed the power of the Spirit in our personal lives and in our work, we need it now.

#### Joint Educational and Medical Measures

At our General Conference Council in Washington in July, it became apparent in a very concrete way that the interests of our educational and medical departments overlap and blend to a considerable extent. It was therefore a much-appreciated privilege for these two departments to unite in joint session in the study of their common interests. As a result of this sitting together, the following set of joint recommendations were presented to the Council and adopted:

1. *Special Training for Young Men.*— That the Washington Sanitarium and the Loma Linda Medical College be authorized to conduct a training course for young men in which they may receive intensive instruction in field and hospital nursing and sanitary corps work, such course to be of sufficient length to prepare them for military medical service.

2. *A Medical Missionary Course.*— That our colleges and other schools, as

far as practicable, conduct a medical missionary course of training, to include practical nursing, hydrotherapy, first aid, and such other subjects as may be of assistance to our students in preparing for missionary service, and in gaining entrance to the medical service of the army; and that the Educational Department determine the proper amount of credit to be given to this work.

3. *A Medical Member of Our Faculties.*— That our colleges and academies secure a physician or graduate nurse, or both, as regular members of the faculty.

4. *Facilities for the Special Course.*— That the General Conference Committee take under advisement the erection of temporary wooden structures to provide quarters for conducting these intensive courses to accommodate fifty or more students in each of the two places named in No. 1.

5. *Financing These Facilities.*— That the necessary means for the erection of the temporary wooden structures, provided the same shall be deemed advisable, be appropriated from the general camp fund.

These recommendations are self-explanatory. They represent a field of action which these two departments hope to interest all our schools in exploiting as we have never done before, including, of course, our medical college. This institution has been a member of our college sisterhood for several years, but we have not drawn upon a service it can render to our other schools as it is our privilege to do. Through our medical college and our Medical Department we hope to see every college and academy faculty blessed with a medical member as a part of the regular teaching staff, and to promote a complete system of health inspection and development in all our schools from the elementary to the college.

Now in the title of this article we have called these educational measures aggressive. They are so in purpose and spirit, but will become actually so only as every teacher and school manager does his part thoroughly to make them effective.

## Teacher Improvement

C. L. BENSON

"GROW or go" is a good motto for every teacher. Like the doctor, the lawyer, and the successful business man, the teacher must keep abreast of his profession, if he does not want to be supplanted by a more efficient teacher. This improvement should be fourfold:

1. The spiritual. Every teacher assuming the sacred work of teaching boys and girls in a Christian school needs to receive his call from heaven. The work is too sacred for an unsundered life to engage in. How can an unconsecrated teacher feed the lambs of the flock and lead them to the One who said, "Suffer little children to come unto me"? The child regards the teacher as a model. If the teacher smiles, he smiles. If the teacher frowns, he frowns. The boys and girls are in the plastic period, and daily the imprint of the teacher is left upon their impressionable minds. The teacher must help them to grow spiritually. He should have a period every day to devote to Bible study and to personally seeking God, not only for himself, but for each of his boys and girls. This trysting hour will keep him in spiritual trim and help him to be a workman of whom the Lord will not need to be ashamed.

2. The teacher must plan on physical development. His work makes heavy demands upon him. Sufficient time and thought must be given to a nourishing diet, refreshing sleep, and daily exercise in the open air. The recess and noon hour should be spent with the children upon the playground, instead of poring over notebooks, examination papers, or writing a lesson upon the blackboard. The children need his presence, and appreciate having him take part in the games. The teacher has no better opportunity to become acquainted with the disposition of his pupils than to see them in their play. Unfairness, a disregard for the rights of others, and other undesirable tendencies can be tactfully corrected, as they appear in the play spirit. Instead of breaking down and being com-

pelled to relinquish his work to others, the teacher, by taking daily, systematic exercise, will be able to successfully and happily carry on his work.

3. Every teacher should plan for definite intellectual improvement. He should attend the summer schools if he has not completed *all* the subjects required for the professional certificate. He should not be content with his present achievements. He should be present at the conference institutes. As he mingles with fellow teachers studying problems similar to his own, he can both give and receive help. The Reading Course should be carefully and systematically followed. Teachers, like other busy people, find time for those things in which they are most interested. It is necessary for a teacher to read the best educational books printed each year, if he is to keep abreast of his profession. He should also secure the manuals as soon as they are published. Every live, wide-awake teacher will take the CHRISTIAN EDUCATOR, and will not be content to merely read the articles appearing in this magazine, but he will be anxious to contribute from his experience and study for the benefit of others.

4. Each teacher should plan to develop his social nature. "Social to Save" should be his motto. The local church school should be a social center for the entire church. Our people are to a great extent socially ostracized because of the Sabbath, and the ideals to which they hold with reference to shows, theaters, sports, and the like. The teacher is the natural leader in social gatherings. He should be able to offer suggestions that will make the social hour both pleasant and profitable. He should be in sympathetic touch not only with each of his pupils, but with every patron and young person in the church. They need the help which he can bring to them. He should ever be careful of his influence, recognizing that leaders cannot do as other men.

The teacher who daily adds to his spiritual strength, who preserves his body

and keeps it in a healthy condition, will be able to devote sufficient time to his intellectual growth and social development so that his services will ever be in demand.

### The College Missionary Volunteer Society

M. E. KERN

"THE truth of the matter is I did not know much about the conduct of this department when I came here. The only society I ever had anything to do with was the one at college the year I was there, and that year it was not run according to the plans of the department. So I really did not know much about the work."

Thus writes a young man who (two or three years after graduation) finds himself in a foreign field in charge of the Missionary Volunteer department of a growing union mission. As he sees the great need of efficient work for the ever-increasing number of young people, recently redeemed from darkness, he senses very keenly his lack of preparation for this part of our denominational work. He regrets that his one year's connection with a Missionary Volunteer Society did not acquaint him with Missionary Volunteer plans and methods,—that his Alma Mater did not prepare him for his work.

This and many similar experiences constitute a challenge to our colleges to train young men and women for Missionary Volunteer work, at home and abroad.

Let every college adopt this slogan, "A model Missionary Volunteer Society in our school this year." A young doctor who had just completed his State board examination with high marks, said to me, "I did not study up in the least on materia medica and surgery, but simply answered the questions from a knowledge of what was done in the hospital day by day." So may our students learn soul-winning methods in the laboratory of the college Missionary Volunteer Society.

Aside from this general training for

all students, let the faculty encourage a few strong young people to form a Missionary Volunteer leaders' band for a definite preparation for Missionary Volunteer secretaryship. Excellent results have already come from such bands, in a better trained leadership in our conferences.

The General Conference Missionary Volunteer Department stands ready to help our schools in any possible way in the development of this important branch of their training work.

### Promise Yourself

To be strong, that nothing can disturb your peace of mind.

To talk health, happiness, and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look on the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best, and to expect only the best.

To be just as enthusiastic about the success of others as you are about your own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful countenance at all times and to have a smile ready for every living creature you meet.

To give so much time to the improvement of yourself that you have no time to criticize others.

To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

To think well of yourself and to proclaim this fact to the world — not in loud words, but in great deeds.

To live in the faith that the world is on your side so long as you are true to the best that is in you.—*Anonymous.*

VERY much has been lost to the cause of God by a lack of attention to the young.—*Christian Education,* p. 222.

# THE NORMAL

## JESUS AS A TEACHER

"What he taught, he lived. 'I have given you an example,' he said to his disciples, 'that ye should do as I have done.' Thus in his life Christ's words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power."—*Education.*

### Common Faults of Beginning Teachers

C. L. BENSON

TEACHING has assumed new importance since Jesus uttered those inspired words nineteen hundred years ago, "Go ye therefore, and teach all nations."

The teacher is engaged in a sacred work. "It is the nicest work ever assumed by men and women to deal with youthful minds." "As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."

In order to assist the inexperienced teacher as he enters the sacred work of teaching, a few suggestions as to the most common faults of beginning teachers may prove helpful. The chief problems as seen by novices are: 1. The control and discipline of their classes; 2. Their personal attitude toward the class; 3. Their methods of teaching; 4. Their lack of preparation; 5. Their inability to make first things first.

1. The question of discipline is usually mentioned first. Without question, the proper control of their classes is of major importance. Many of the failures that occur during the first three years of teaching are largely due to disciplinary troubles. Discipline is vital to the success of the teacher, because nothing worth while can be accomplished without it. The success or failure of a teacher is

often judged by the question, Can he hold his class and maintain reasonable order and attention? The teacher's trouble with discipline is often due to three causes: *a.* He lacks confidence in himself, and therefore is not sure just what to do when something goes wrong. *b.* He lacks discrimination. Not having had experience in guiding and controlling children or young people, he is often unable to detect the first symptoms of disorder, and the best means of directing the attention of the pupils elsewhere. *c.* He does not conduct his classes on right lines to secure attention and to provide the proper routine from the beginning. Matters are allowed to take their own course until bad habits have been acquired and the situation has become critical. Then he often acts too late, or injudiciously, and the matter is made worse rather than better.

The teacher should exercise self-control at all times. He should have a standard not only for his own conduct, but for that of his pupils. He should have a definite plan on which to conduct his classes. He must study his pupils, and be able to enlist their co-operation and support, then progress as rapidly as he can carry them with him. The best way to handle discipline is to keep the pupils so busy and so interested that they have no time to devote to anything but their regular work. The seating, the ventilation, and the life and enthusiasm manifested in the class discussion may do much to make discipline easy.

2. The teacher's personal attitude toward the class is vital to his success. He

*(Continued on page 27)*

# TEACHING NOTES—GRADE BY GRADE

## FIRST GRADE—Anna A. Pierce

As the children advance in their reading and language work, let them make notebooks illustrating what they have learned.

I have given twelve sample pages from a child's notebook.

When a child enters school, he cannot write, so the teacher prepares slips, which are pasted in the notebook.

Illustration 1 shows the words pasted in to

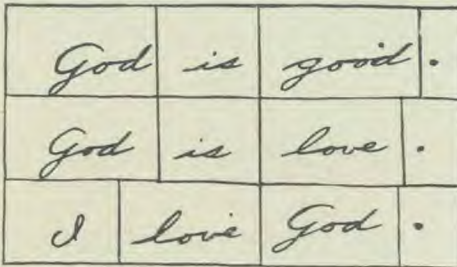


Illustration 1

form sentences. Notice the period is treated as the rest of the words. The child has a copy on the board from which to work.

Illustration 2. These sentences are also pasted in the notebook. The child can draw and color the pictures. In this lesson the phrase "is good" is the prominent feature.

The clauses "God made" and "I have" can be treated in the same manner as the phrase.

Illustration 3. Word and picture matching.

Illustration 4. Word and color matching.

Illustration 5. The phonogram s.

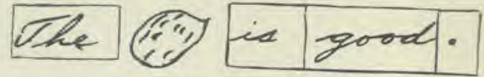
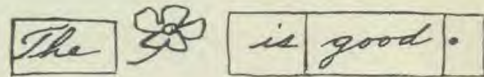
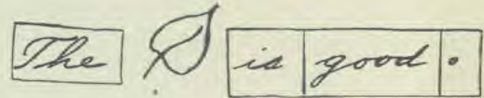
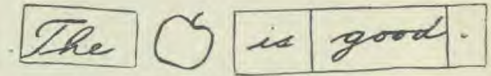


Illustration 2

All the phonograms may be illustrated in this way. For example:

A picture of a cow for "m."

Swaying trees for "w."

A clock for "t."

A teakettle for "p."

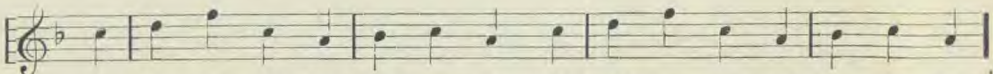
## DAYS OF GOLD

A. A. P.

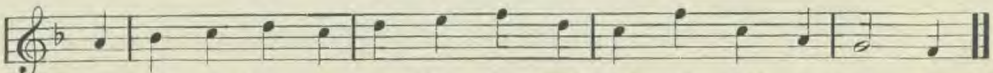
A. A. PIERCE



1. The sun-beams tint the earth with gold This bright Sep-tem-ber weath-er.
2. The flow-ers trim the fields with gold, And gold the earth is wear-ing;
3. The gold-en sun-flow'rs lift their heads To greet the gay Sep-tem-ber;

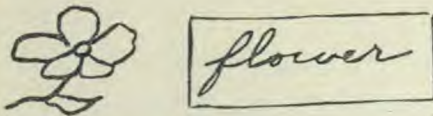


In shin-ing gold the mead-ows lie, With gold-en sun-sets in the sky,  
 For gold-en dais-ies deck the sod, With here and there a gold-en rod,  
 But bet-ter than the gold-en flow'rs Are hap-py school-days' gold-en hours



And gold-en leaves go sail-ing by With floods of gold to-geth-er.  
 And pret-ty gold-en pan-sies nod Their lit-tle heads so cheer-ing.  
 This hap-py month up-on us show'rs, -Sep-tem-ber, you re-mem-ber.





day



night

Illustration 6

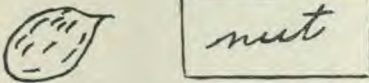
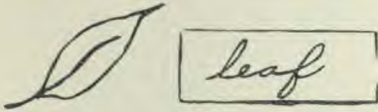


Illustration 3

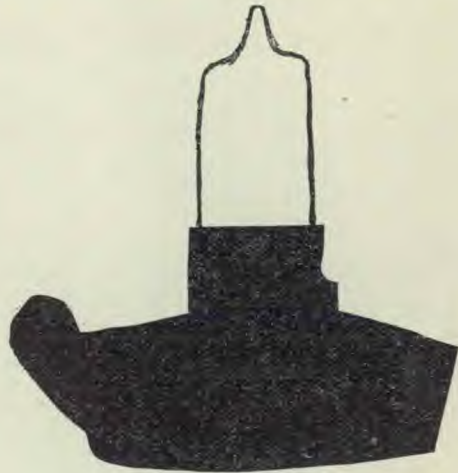
red color red.

yellow color yellow.

blue color blue.

green color green.

Illustration 4



light

Illustration 7



l	ight	give	s
s	ight	run	s
m	ight	see	s
		love	s
		flower	s
		apple	s

Illustration 8

All these patterns are found on the phonogram cards which can be obtained from the Pacific Press.

Illustrations 6, 7. Sight words.

Illustrations 8, 9. Blend exercises.

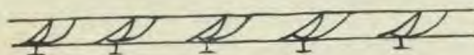


Illustration 5

Illustration 9



*pretty bud*

Illustration 10

The apple  red.  
 The flowers  pretty.  
 The nuts  are good.  
 The leaf  is green.

Illustration 11

*e e e e*

*è è è è*



*egg*

Illustration 12

Illustration 10. This bud is taken from page 52 of Reader One.

First trace on thin paper. Transfer to notebook by means of carbon paper.

Thin paper for wrapping butter may be obtained at any grocery store. Any amount of carbon paper can be got from a stenographer who has used it once and discarded it.

Readers One and Two are full of pictures easy to trace and transfer.

Illustration 11. The teacher writes these sentences in the notebooks, leaving spaces for pasting "is" or "are."

Illustration 12. The top row shows the "e" with an egg drawn above. When we say part of "egg" we give the sound of "è."

The second row shows but part of the egg above e, and so the sound of "è."

## SECOND GRADE—Rose E. Herr

**Reading.**—Here are last year's beginners! They have been promoted to grade two. Some of them possibly made brilliant records in first-year reading. Others had to stand on tip-toe to reach the standard of promotion. They come back to us now, fresh from the long summer's vacation. Alas! How could they have been promoted? We sigh, as we note their difficulty in recalling that first-grade vocabulary.

But do not be discouraged, nor yet be hasty in judging the teacher who promoted them. Those words have only been crowded back by newer images in the child's mind, and the wise, farseeing teacher knows how to bring them to the forefront again. She will do this by means of a strong review of Book One. Persuade pupils to bring their old readers and see how quickly they can read them through. Then plan to complete them in about two weeks. This will mean more rapid progress in Book Two when you begin it. The pupil will regain confidence, and his reading vocabulary will return.

**Phonics.**—Pupils not only forget words, but also phonograms learned in grade one. Therefore, while conducting the review in reading, let much attention be given to first-year phonetics. A complete list may be found on page 4 of the preface of Book Two. Use large sheets of manila paper as wall charts on which you can copy this list. Give a daily review of the entire list.

In addition, practice reading the phonetic words. Write lists according to families, and let one child recite the entire list.

Watch the mouths of pupils who have difficulty in giving the exact sound to any letter. Sometimes they have not noticed how we make the sound, and if we take pains to show them, the difficulty is solved, and they are prepared to go on with the class.

## THIRD GRADE — Hazel Gordon

**Reading.**—Pages 19-58. It is a good plan to direct silent reading by thought questions, thus we may know the children are really getting the thought of the lesson. I notice the first lessons contain a number of difficult words for third-graders. Shall we wait until they stumble over these words in silent or oral reading and thus lose interest, or shall we have lively, interesting word drills? I often tell the children there is a beautiful lesson in the reader which they may read to mother or to my first grade, etc., but before they can do this there are a number of hard words which we must learn. Thus they have a definite purpose in studying these words.

Teacher, do you realize how wonderful that first lesson—the twenty-third psalm—is? Read "The Song of the Syrian Guest" before you attempt to teach the lesson; it will help you to approach it with a better understanding.

"A Little Gentleman" and "Mr. Nobody" are two splendid lessons, and the children will enjoy acting them out. Here are good opportunities to work for expression.

The lessons on the "Journey of a Sound" are especially good to be read silently, and discussed with the teacher. The children may be able to trace the journey of a sound without reference to the book. When the lessons are thoroughly understood, they may be read orally. Let us remember oral reading is for the purpose of giving the thought to others, but this we cannot do unless we have the thought ourselves.

How do we assign new reading lessons? Do we say, "Take the next lesson for tomorrow," or do we carefully consider our assignments and give the children definite things to look for in each reading lesson?

**Language.**—I received a letter from a three-year-old nephew a few weeks ago. Children do like to write real letters; it seems to be born in them. Would not your third-graders enjoy writing a letter to the teacher they had last year, or to some of their former classmates? If the letters are to be mailed, they will have to be almost perfect.

My children enjoy giving programs to entertain the other grades or their parents. They tell stories, which we have previously discussed and criticized in the language class. They recite poems memorized for language assignments. Sometimes they read stories or give a dialogue. We always send out written invitations. This gives the pupils a very real motive for letter writing.

We do not need to spend days of precious language time in dry studies of the quotation marks and their use. Call attention to these marks in the reading lessons.

**Arithmetic.**—Children easily forget number combinations during the summer; consequently we must plan on much review work each year.

Do not spend twenty minutes on one thing, but have at least three different exercises during the period. Devote five minutes to a drill on oral problems, five minutes to number combinations, and the rest of the period to board work. Model stores add interest to the study of arithmetic. A book on Model Store Demonstration Drills can be secured free of charge from Educational Foundations, 31-33 East Twenty-seventh Street, New York City, Model Store Keeping Department, H. S. Chapin. You will need a clerk for the store, and he will have to add, subtract, make bills, etc.

**Manual Training.**—Children are interested in dolls. Boys are no exceptions. This can be made the basis of an interesting course in manual training. The house, furniture, and dishes can be made from paper, clay, or wood.

## OUTLINE OF WORK FOR FIRST MONTH

<i>Problem</i>	<i>Project</i>
1. How can we make a doll?	1. Making a doll. a. String, clothespin, stocking, etc.
2. How can we dress the doll? a. P a t t e r n making. b. How to sew dress.	2. Making the dress. a. Freely by children. b. Making patterns. (1) Kimono style preferable.
3. Where do we get our cotton cloth? a. How is cotton made into cloth?	3. a. Handling the cotton. b. Picking out the seeds. c. Planting the seeds. d. Examining the fibers. e. Carding, spinning, weaving.
4. How can we make underclothes? a. Need for these. b. O f w h a t made, etc.	4. Making underclothes. a. Use same pattern as dress without the sleeves.
5. How can we make a coat?	5. Making coat. a. Use woolen material. b. Making pattern. (1) Same as dress e x c e p t shorter.
6. How can we make a hat?	6. Making a hat. a. Little woolen tam-o'-shanter style preferable.
7. Where do we get woolen cloth?	7. Study sheep raising. a. Discussion of sheep and shepherds. b. Handling raw wool. c. Washing, carding, and dyeing the wool, spinning and weaving.

Owen's Publishing Company publishes among its five-cent supplementary readers two books which fit into this course very nicely, "The Story of Cotton" and "The Story of Wool." The study of the silk industry might also be studied. S. E. Foreman's book on the "Story of Useful Inventions," published by the American Book Company, New York, is good. This work may be taken by the first four grades. A first-grader does not need to hem dresses, finish necks, etc., but he can make a good paper pattern, cut out the dress, and baste the sides.

**FOURTH GRADE—Sydney Bacchus**

**Bible.**—Be interested in the lesson yourself. Children are quick to discern the spirit of the teacher.

Before taking Book One, several oral lessons may be profitably given. The story of our textbooks given in "Bible Lessons Manual" is good.

In this grade the child first uses a book in preparing his Bible lesson. Teach him *how* to study. A week or more spent in showing him how to study the lesson is not wasted. This should be done when the assignment is made.

All difficult words should be mastered. Every child should learn the memory verse each day. Review often. Prepare cards with the reference printed on one side. Use these as flash cards in reviewing the memory verses.

Fourth-grade pupils are not tired of illustrating the memory verses. This may be done with profit either in notebooks or on cards.

Have the children keep a notebook and with Lesson 1 begin the chapter outline of Genesis. Review often and in this way the child will gain a thorough knowledge of his Bible. Occasionally have him write answers to the questions.

Since boys and girls can understand and remember so much better things they see as well as hear, make use of the object method of teaching.

Do not hurry. Some lessons will require more than one day.

**Reading.**—The mechanical phases of reading should be mastered by the time the child enters the fourth grade. Give attention to the articulation drills at the beginning of the lesson. Some pupils will need drill on the phonograms. It is a good plan to have these written on the board and frequently reviewed by the school.

Encourage pupils to read as they would talk. Encourage outside reading and report in class. Teach children to use the dictionary, and insist on their learning the meaning and pronunciation of new words.

Give special attention to memory work. There are only two poems to be memorized this month. Others appropriate to the season may be used. Study the poem carefully, and explain new phrases before having it memorized.

If your school does not already possess a library which provides you with material for supplementary work, arouse public sentiment and *get one*.

**Spelling.**—Make spelling a part of every subject. Keep a list of misspelled words in all written work. Give these as reviews. Call attention to the word that is likely to be difficult. Have pupils study the meaning of words. Sentences may be written to show that the children really understand. Do not omit the dictation lessons. Have both oral and written work if time permits. For contextual spelling use *Our Little Friend* or *The Boy's Magazine*.

Booklets in the form of a colored autumn leaf or a schoolhouse may be used this month.

**Nature.**—Plan your work ahead. Notice the experiments called for and have everything in readiness for the recitation. Know more about the lesson than is given in the text.

Children will enjoy making drawings to illustrate some lessons.

Lesson 4—Use a globe and a candle.

Lesson 6—A prism may be used.

Lesson 12—Teach poem, "The Wind."

Lesson 14—An umbrella may be used.

Lesson 15—Give breathing exercises.

Lesson 16—Good time to have pupils check up and see if the schoolroom measures up to the Score Card on ventilation.

**Arithmetic.**—Spend some time in mental drills each day.

Correct early any bad habits in numbers you may observe in your class, such as counting instead of adding, also writing a figure on the board and immediately erasing it.

**Language.**—Every recitation should be in a sense a language lesson.

Make a list of the most common errors you find in your school. Encourage pupils to correct their own mistakes. Constant drill will be necessary.

All written work should be neatly done with ink and preserved in a book for this purpose. Portfolios may be used. Children will enjoy showing these to the parents on visiting days.

Pages 44-46. Have pupils write letters to other church school children. Your educational or Junior secretary would enjoy a nice letter from one of your pupils.

**FIFTH GRADE.**—Notes will begin in October issue.

**SIXTH GRADE—Sara Rudolph**

**Bible.**—The first month's work is usually difficult and uninteresting to the children. It will be well for you to tell the stories contained in the lessons. Then have the pupils read and write them. A loose-leaf notebook is convenient to keep these stories and other Bible outlines. The life of Alexander will interest the children. A copy of Josephus simplified would prove a help not only to the sixth, but to the other grades studying Old Testament history. Do not neglect the geographical part of the lessons. Secure a copy of the Apocrypha and read part of it to the class.

**Nature.**—The lessons 4, 6, 12, and 13 are to be omitted. These may be used as reading lessons. Perform as many of the experiments in the class as time will permit, and have the children do others at home. They will be anxious for the class period to come in order to tell the results of their experiments, and perhaps they will have new ones to relate. Before starting the geography lessons, have the class draw imaginary maps of the land and water forma-

tions by way of review, such as the projections and indentations of the land, a mountain system, and a river system. Send for a catalogue from the Rand, McNally Co., 148 Fifth Ave., New York City, N. Y. Their outline maps are small enough to paste into a notebook. Secure three copies of each map of the continent or section studied, and make one physical, one political, and the other show the animal and vegetable products. The use of these maps will simplify the lessons and the work.

**Language.**—A course in language for the intermediate grades is in preparation, but will not be ready for use before next year. Let us put forth an extra effort to do good work and obtain the desired results in language and composition this year. If your class uses loose-leaf notebooks, one section can be reserved for this work. One class enjoyed making their notebook covers in the manual training class. During the first month, review the kinds of sentences, the punctuation, the subject, and the predicate. Drill the class in analyzing short simple sentences; also let them write original sentences to analyze. Teach them to find the subject by changing the form of the sentence. Have them supply omitted words.

One period a week may be given to composition work, and it may include the time for both reading and language. Have a lesson in oral composition and let the pupils tell some personal experience, or repeat a story which you have read to them. Let them write one or more paragraphs about an experience they had with a sled, or with skates, or something that happened before they were seven years old.

**Arithmetic.**—After a long vacation, filled with activities foreign to a schoolroom, the minds of the children must be awakened and made to recall that which they learned the previous year. The first week can be profitably used in reviewing the four fundamentals and renewing acquaintance with fractions. Practical problems should be worked in statements that tell not only what the problem is, but by what method it is solved. If you hope for exactness of thought, insist upon accuracy of statement in these written exercises. Let the pupils write out an explanation of how they would solve the problem. This is as important as the other, and both are necessary. When the problems in the text are exhausted, supply others from new, standard arithmetics.

**SEVENTH GRADE.**—Notes will begin in October issue.

#### **EIGHTH GRADE**—Myrtle E. Schultz

Opening exercises are one of the most important features of the day, and therefore deserve consideration. All the time allotted to this part of the program need not be used for song, prayer, and Bible study. Some of the following suggestions might be carried out even

though not on the exact dates, as our schools open after September 1. The children would be interested in knowing the purpose of Labor Day as a legal holiday. Your Scripture lesson might be taken from Matt. 25:14-30. Some suggestive readings along the same line are "Labor Is Worship," by Frances S. Osgood; "The Man with the Hoe," by Edwin Markham; "Burden of Labor" and "The Village Blacksmith," by H. W. Longfellow; "The Song of the Shirt," by Thomas Hood. September 2 is the birthday of Eugene Field. Why not use some of the following beautiful verses: "Wynken, Blynken, and Nod;" "Little Boy Blue;" "The Sugar-Plum Tree;" "The Duel;" "Sleepy Song"? Don't you think, too, the children might appreciate the hymn "Nearer Home" if they knew something more about Phoebe Cary and her life and work? (birthday September 4). Don't we all whisper a prayer of thanks to the French for sending to us Lafayette, whose birthday is September 6? "Lafayette, the Boy of Versailles," from "Historic Boyhoods," by Holland; and "Story of Lafayette," by Margaret J. Codd, might be used. Some from the following might be selected: J. F. Cooper (born September 15, died September 14), W. H. Taft (September 15), Joliet and Macadam, inventor of Macadamized roads (September 21), Sir Walter Scott (born August 15, died September 21). One child, or several children, might be asked to report on a certain topic for opening exercises. Some morning one child might recite a September poem by Helen Hunt Jackson or others. This is practical work, for the children need far more drill in oral expression.

#### **Common Faults of Beginning Teachers**

*(Continued from page 21)*

should ever be cheerful, and exert a wholesome, uplifting influence toward every member of the class. A personal interest should be taken in each member, with a sincere desire to help him to relate himself sympathetically to his studies, so that he can derive the most benefit from them. The teacher should ever conduct himself so as to command the respect of the class, although showing such a friendliness that they will feel free to come to him for counsel and suggestions.

3. Teachers often fail because of lack of method in their teaching. Perhaps they have had no Normal training, and their idea is to "hear lessons" rather than to teach. Many times they come before the class with no definite plan for the lesson. Instead of having specific aims to accomplish in the recitation, the

students are called upon to recite in a formal way the topics as the author has treated them. Little enthusiasm and interest can be aroused in a recitation conducted in this manner. The students often become listless and inattentive. But if the teacher has taken time and pains to work out a definite plan for presenting the hour's work; if his mind is stored with illustrations with which to make clear points that may be vague in the pupils' minds; if his questions are pointed, he can secure the attention and draw upon the thinking powers of the pupils. The interest of the student is thus focused upon the matter in hand.

Free discussion should be encouraged, and the treatment of every subject should be closely associated with practical life. The imagination of the pupils should be stimulated. Maps, charts, pictures, and diagrams should be introduced where they will best serve to make clear the meaning of the author, and the practical importance of the matter under discussion. No question should be presented that can be answered merely by yes or no. An inexperienced teacher often spends too much time in talking himself, when the pupils should be drawn upon to make their contribution. Special attention should be given to the assignments early enough in the class period so that every pupil has a clear understanding of the next day's requirement. This eliminates all excuses for not being prepared, on account of not understanding the assignment.

4. The teacher often fails to make proper preparation, thinking he has gone over the subject until he is familiar with it, and therefore has no need of giving close application to it. Dean Ruediger, of George Washington University, says: "No teacher's preparation can ever go so far as to absolve him from further study. The teacher who is not now familiarizing himself with educational scales and tests, with the measurements of intelligence, with the principles underlying the reorganization of the course of study, and with the meaning of education and the

rejuvenation of democratic ideals, will be wondering ten years from now why his services are no longer being appreciated."

5. There is also danger that not only beginning but experienced teachers may become so absorbed in the technical preparation and teaching of their subjects that they neglect to make the connection with practical life. First things should be made first. Teachers should understand that they are not employed merely to teach reading and writing and arithmetic, or any other subject primarily, but they are paid to train the young people under their supervision for citizenship here and in the world to come. The purpose of education is that the boys and girls may have life, and may have it more abundantly. In so far as reading and writing and arithmetic are helpful to that end, we are justified in teaching them, and instruction in the common branches may then properly be the regular work of the school.

### Surplus Power

• IN order to have any success in life, or any worthy success, you must resolve to carry into your work a fulness of knowledge—not merely a sufficiency, but more than a sufficiency. In this respect, follow the rule of the machinists. If they want a machine to do the work of six horses, they give it nine-horsepower, so that they may have a reserve of three. To carry on the business of life, you must have surplus power. Be fit for more than the thing you are now doing. Let every one know that you have a reserve in yourself, that you have more power than you are now using. If you are not too large for the place you occupy, you are too small for it.—*Garfield.*

### A Correction

THE Chinese picture in the April number was credited by mistake to the Canton School when it should have been credited to the Yi Tek School of Swatow. We are glad to make this correction, as it was a matter of misinformation.

# HOME EDUCATION

Do not send your little ones away to school too early. The mother should be careful how she trusts the molding of the infant mind to other hands. Parents ought to be the best teachers of their children until they have reached *eight* or *ten* years of age. Their schoolroom should be the open air, amid the flowers and birds, and their textbook the treasure of nature. As fast as their minds can comprehend it, the parents should open before them God's great book of nature. These lessons, given amid such surroundings, will not soon be forgotten. Great pains should be taken to prepare the soil of the heart for the Sower to scatter the good seed. If half the time and labor that is now worse than wasted in following the fashions of the world, were devoted to the cultivation of the minds of the children, to the formation of correct habits, a marked change would be apparent in families.

Not long since I heard a mother say that she liked to see a house fitly constructed, that defects in the arrangement and mismatched woodwork in the finishing annoyed her. I do not condemn nice taste in this respect, but as I listened to her, I regretted that this nicety could not have been brought into her methods of managing her children. These were buildings for whose framing she was responsible; yet their rough, uncourteous ways, their passionate, selfish natures and uncontrolled wills, were painfully apparent to others. Ill-formed characters, mismatched pieces of humanity, indeed they were, yet the mother was blind to it all. The arrangement of her house was of more consequence to her than the symmetry of her children's character.

Cleanliness and order are Christian duties, yet even these may be carried too far, and made the one essential, while matters of greater importance are neglected. Those who neglect the interests of the children for these considerations, are tithing the mint and cummin, while

they neglect the weightier matters of the law,—justice, mercy, and the love of God.

Those children who are the most indulged become wilful, passionate, and unlovely. Would that parents could realize that upon judicious, early training depends the happiness of both the parents and the children. Who are these little ones that are committed to our care? They are the younger members of the Lord's family. "Take this son, this daughter," he says, "nurture them for me, and fit them up 'that they may be polished after the similitude of a palace,' that they may shine in the courts of the Lord." Precious work! Important work! Yet we see mothers sighing for a wider field of labor, for some missionary work to do. If they could only go to Africa or India, they would feel that they were doing something. But to take up the little daily duties of life, and to carry them forward faithfully, perseveringly, seems to them an unimportant thing. Why is this? Is it not often because the mother's work is so rarely appreciated? She has a thousand cares and burdens of which the father seldom has any knowledge. Too often he returns home bringing with him his cares and business perplexities to overshadow the family, and if he does not find everything just to his mind at home, he gives expression to his feelings in impatience and faultfinding. He can boast of what he has achieved through the day, but the mother's work, to his mind, amounts to little, or is at least undervalued. To him her cares appear trifling. She has only to cook the meals, look after the children, sometimes a large family of them, and keep the house in order. She has tried all day to keep the domestic machinery running smoothly. She has tried, though tired and perplexed, to speak kindly and cheerfully, and to instruct the children and keep them in the right path. All this has cost effort, and much patience

on her part. She cannot, in her turn, boast of what she has done. It seems to her as if she has accomplished nothing. But it is not so. Though the results of her work are not apparent, angels of God are watching the careworn mother, noting the burdens she carries from day to day. Her name may never appear upon the records of history, or receive the honor and applause of the world, as may that of the husband and father; but it is immortalized in the book of God. She is doing what she can, and her position in God's sight is more exalted than that of a king upon his throne; for she is dealing with character, she is fashioning minds.—“*Christian Education*,” pp. 170-172.

### Learn to Think

“TWELVE well-known college presidents have said that the chief value of a college education is in learning to think.”

## Books and Magazines

A COPY of the new “Junior Missionary Volunteer Manual,” by Ella A. Iden, has just been published for teachers and leaders. It was agreed some time ago to organize the pupils of each elementary school into a Junior Missionary Volunteer Society, and to follow in the main the lessons and kinds of missionary endeavor provided by the Missionary Volunteer Department. The Department of Education requested the Missionary Volunteer Department to prepare a set of eight lessons for use in our summer schools, to become a regular part of the instruction given to teachers. Our request has been complied with, and this manual is the result.

The chapters of the manual are as follows: The Junior Society in the Christian School, Organization, Junior Missionary Volunteer Meetings, Missionary Activities, Devotional Features, Educational Features, Reporting, and The Social Side of Junior Work.

This manual should be in every local church school. It contains eighty pages, and sells for forty cents postpaid. Order through your tract society.

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  - Elementary Sewing (forthcoming).
  - Bible Lessons, 30 cents.
  - Course in Cardboard Construction and Lessons in Household Economy, 50 cents.
  - Drawing (in preparation).
  - Grammar, 75 cents.
  - Junior Missionary Volunteer, 40 cents.
  - General Science (in preparation), 65 cents.
  - Primary Reading, 45 cents.
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