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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

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No. 5

SCHOOL ADMINISTRATION

ON a par with good teaching, good administration is essential to the success of a school. A soldier may be ever so well trained, but his personal efficiency amounts to very little without good leadership. No matter how well a teacher does his work in the classroom, the school can never function well until all the factors that make for success are co-ordinated and well directed as a whole. While the whole is measured largely by the strength of its parts, yet the parts cannot contribute all they are capable of until welded into a symmetrical whole.

The administrator must have well-defined aims. He must know definitely where he wants to go, before he can hope to arrive. General aims are not sufficient. In a school, each year brings its distinct objectives within the horizon of the general aim. Concentrate on these while keeping the whole in balance.

Next in importance is the division of labor in a responsible way. While the administrator needs to keep his finger constantly on the pulse of the school and keep in intimate touch with all its parts, yet he will achieve most for himself, for his associates, and for the school, if he works on the principle of dividing his responsibility with those who are equally capable with himself, or nearly so. A variety of minds, working toward the same goal, united in spirit, can round out the work better than a single mind. At the same time, the administrator is relieved of sufficient detail to give his attention to the major problems, especially those of an aggressive, constructive kind.

Frequent and brief periods of counsel are better, as a rule, than less frequent and longer periods. Some good business administrators hold a daily counsel with their superintendents or foremen; others make it a point to go the round of all departments daily, for a brief inspection. Silent observation is also worth much to an administrator.

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THE ESSENTIALS IN BUDGET MAKING

W. T. KNOX

IN considering the topic of a budget and the essentials that enter into its make-up, we should first determine the real object and character of the budget. There are as many different ideas concerning a budget as there may be different objects in the making of a budget. I have now in mind, however, only our educational institutions, with the chief object of urging our colleges and academies to place their work on a budget system as it is understood in the principal European countries, where a true budget system prevails.

The definition of such a budget has been given thus: "A summary statement submitted by the responsible head. . . . A statement which reflects present business conditions and operative results; one which carries also definite recommendations with respect to the future, including a proposed method of financing estimated expenditures."

A well-prepared budget should contain:

1. An estimate of all expenditures for the year.
 - a. In each department of the school.
 - b. All established or overhead expenses.
 - c. Emergency or unforeseen expenditures that may be reasonably expected.
2. An estimate of the regular and legitimate revenue that may safely be counted on from the various departments.
3. The amount of appropriations, if any, necessary to overcome the possible deficit created in operating as revealed by the estimate of expenditure and revenue.
4. A plan to secure these needed appropriations.

The securing and compiling of this information should rest with the responsible administrator, and should be obtained by him from the heads of the different departments of the school.

Make Everything Intelligible

The extent of detailed information entering into the budget should be sufficient to enable those who are to pass finally upon it to do so intelligently. They need to obtain therefrom a clear understanding of the financial losses or gains that will be involved in operating each department, and the institution as a whole.

In order to determine the true expense involved in operating any department, it will of course be understood that provision must be made for a proper distribution to each department of the fixed or overhead expenses.

In order to determine intelligently whether the estimates of revenue and expenditure as presented are fair and safe, other statements should be provided, showing what the actual revenue and expenditure for a period of two or more years have been; also the amount of appropriations necessary or the deficits that have been created during the period thus considered. This will make possible comparisons for these years —

1. Between actual expenditures and revenues.
2. Between actual expenditures and appropriations.
3. Between actual revenue and estimated revenue.
4. Between actual expenditures and estimated expenditures.

Each one of these comparisons would have its own particular value in determining whether or not the estimates for the new fiscal year are reasonable.

Begin Early

The budget should be prepared at a sufficiently early date to be in the hands of the board before they enter into any plans or contracts for the fiscal year under consideration. The essential proposition in real budgetary procedure is the laying of full responsibility for the preparation of the year's financial program upon the school administrator, and the approval or modification of his plans, including any appropriations involved, by the responsible board.

The budget as finally adopted by the board must now become the fixed financial policy for the year, from which no deviation should be made without the approval of the

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EDITORIALS

New Courses in Administration

Two main factors determine the success of our school work. One of these is efficient teaching, the other is efficient administration. There is large room for improving both in all our schools.

As vital as good administration is to a good school product, it is a fact that the only place in our college curriculum where a course of study in administration is given is in the Normal Department under the subject of School Management. It is high time for us to do something more. About all we can do at this writing is to call up a plan adopted at the General Conference for the introduction of some courses in administration, and to point out one effort we are already making in this direction; the latter first.

In the plan adopted by the General Conference Committee for the organization of a School of Theology in our col-

leges and junior colleges, there is included an administrative feature, namely, a series of lectures on denominational administration, as follows:

1. *General*.—Denominational Organization and Administration, Church Organization, The Conduct of Foreign Missions, Denominational Finance.

2. *Departmental*.—Educational, Missionary Volunteer, Sabbath School, Home Missionary, Publishing, Religious Liberty, Medical.

It is thought highly important that those who are preparing for evangelistic labor in any line, be well acquainted with the principles of administering our general and departmental lines of endeavor. These lectures are to be developed on a substantial basis, so as to be worthy of credit on graduation in favor of those who take the courses. These lectures may be thrown open to students of other than the theological department of the

SCHOOL ADMINISTRATION (Concluded from page 129)

Good administrators are scarce. More and better ones will be needed the coming year than heretofore — in colleges, academies, intermediate schools, elementary schools, and in educational field administration. It is the privilege of every present administrator to study his methods earnestly, for improvement, and to be looking out at the same time for those among his associates who give promise of becoming administrators, and to be doing all he can to favor their development.

THE ESSENTIALS IN BUDGET MAKING (Concluded from page 130)

board, nor by them without proper financial provision for any changes that may be made.

It will be recognized that to obtain the maximum benefit from a budgetary system in our schools, the same general plan in the make-up of the budget, and also in the supplementary statements, should be followed from year to year. Otherwise, reliable comparisons cannot be made.

The degree of financial success attained by any school working under a budget system will be largely determined by the reliability of its information, the careful and studious consideration of the various items entering into it, and the safe provision made by the board for any deficit that may be revealed in the budget as finally adopted.

To these conditions there must of course be added the necessity of the administration's faithfully following throughout the year the financial plan finally approved by the board.

college, perhaps by the payment of a small fee, and thus have their value extended to the entire school; although, of course, this must be a matter for the faculty to consider and adjust. Such lectures ought to result in greatly improving general intelligence on the modes of conducting our denominational work.

Academy Administration

WE have been conducting academies since 1882, and now have thirty of them in North America. Up to date we have never had a single course or line of instruction in our colleges on the administration of secondary schools.

As a consequence, we have had to put in as principals of our academies, men who have had, as a rule, no professional preparation for their responsibility. We have had simply to estimate personal ability the best we could, and take a gamble on the outcome. This has resulted too often in inferior administration and in failure. We who have the responsibility of selecting these men, who are serving on our college faculties and who are members of college boards, have only ourselves to blame for this condition of affairs. It is high time that we set about to improve it.

The facts in the case are that we have operated schools long enough to develop some men of strong administrative ability, capable of giving highly valuable instruction in a course of school administration. The talent of such men ought to be employed in the giving of such a course. Our academies have grown in strength to the place where they demand efficient administrators if we achieve the results these schools are maintained to secure. No small number of workers go into the field directly from our academies. Every such worker ought to have the best example of administration before him during his school life, for it affects vitally his relation to conference and mission administration when he goes into the field.

It is therefore with much satisfaction that we recall here the action taken at

the recent General Conference to the following effect:

"That our colleges consider favorably the enlargement of the Normal training work by offering a course in secondary school teaching and administration."

It is none too soon for our college faculties to give serious study to the introduction of such a course, as the election of a new faculty and the issuance of a new calendar will soon be upon us.

Individual Student Programs

It is of very great importance that each student who spends his time and money for nine months in the year in the business of getting an education, should make every hour count for maximum results. Many young people know very little about the value of time, or how to manage their time to the best advantage. The managers of a school have a responsibility to teach them both these things, for both are vital to the student's getting the most out of his education and to his serving best in the field when he leaves the school.

A great help to both ends is the making out of an individual program for every student in the school, covering twenty-four hours of the day. The school program itself should be studied carefully with reference to the greatest advantage to the student. A suitable blank can be provided each student to make out his entire program for twenty-four hours during the regular five school days of the week, with a special section for Sabbath and Sunday. Thus any teacher may know where to find any student at any time, and the student will know where to find himself. Copies of these blanks can be held by the principal, the business manager, the preceptor, and the preceptress. It will result in better co-operation for these four leaders, and in better economy of the student's time, besides affording a very valuable training for young men and women who are preparing to bear responsibility in our denominational work.

School Field Administration

WE have been operating local conferences ever since the General Conference was organized in 1861, and union conferences since 1894. We have been conducting elementary schools in these conferences for twenty years. We have had the offices of union educational secretary and educational superintendent for nearly as long as we have had union conferences. Today we have twelve union educational secretaries in North America and seventy superintendents, or at least offices for superintendents.

These superintendents are charged with the important responsibility of promoting and supervising our local elementary schools among the churches in the conference. The union educational secretary is the responsible officer of our educational unit in the field, the union conference. His duties include general supervision of the elementary schools in counsel with the superintendents, and a fostering supervision of the academies, in co-operation with the principals. He is really a field secretary of the General Department of Education.

Up to date we have never had in our colleges a course of instruction designed to prepare persons of promise for these very important lines of administration in the field. We have had to take our chances on the personal merits of those appointed to these offices without any professional preparation for their service. Superintendents have been too often persons who never taught an elementary school, or whose chief duties lie in some other conference line, with the educational work a side issue. Our union secretaries have often had to go out from some institution, either with some experience in teaching, or as only a graduate of the school, and acquaint themselves with the duties and responsibilities of their office as best they could after assuming the office.

The result of these conditions has been too slow a growth in the number and efficiency of elementary schools and the strengthening and improvement of our

academies. These two kinds of administration afford large opportunities for good generalship, and for an educational leadership that exercises a far-reaching influence on the work of the denomination. Ought we to leave preparation for so important a line of service longer without attention in our colleges?

It is with gratification that we record here the following action taken at the recent General Conference:

"That our colleges consider favorably the enlargement of the Normal training work by offering a course of instruction in School Field Administration."

This is another item for our college faculties to consider.

School Homes Administration

WE have been conducting school dormitories ever since 1874. We now have forty-five colleges and academies in North America operating school homes for students. Up to date we have never had in any of our colleges a regular course of instruction on School Homes Administration. One or two of our colleges have done some valuable work in the training of assistant preceptresses, but only a meager beginning has been made.

Up to date, therefore, we have had to select at large such persons as we could find to serve as preceptors, preceptresses, and matrons in our school homes. We have had to evaluate their personal abilities the best we could, and take the risk of their success. Too often this work has had to be intrusted to persons without school experience, or to older students who use it as a means of helping themselves through school. The result has too often been mere monitor work, inferior administration, and failure.

More than this, it means the loss of taking advantage of one of the best, if not the very best, opportunities during the school life of young men and women to do personal work, to maintain model home conditions in a Christian school, and to set before the young people ideals which will influence their life and service

for all time. We have educated men diligently for teaching in the departments of science, literature, and history, but have neglected the weightier matter of training men and women for service in the school homes which may reach the life sources of action more effectually than almost any other phase of education in our school.

We have conducted school dormitories long enough to develop here and there a preceptress and preceptor and a matron who have risen to the emergency and demonstrated strong personal ability to conduct a home as it ought to be conducted. Such persons ought to be used for giving instruction in a course designed to help worthy men and women for these important positions.

It is therefore with special gratification that we recall here an action taken at the recent General Conference, as follows:

"That our colleges consider favorably the enlargement of the Normal training work by offering a course of instruction in School Homes Administration."

This, too, ought to have early and diligent consideration by our college faculties.

School Calendars

MAY we not suggest that the makers of our school calendars take much pains to make their expense charges and fees very clear and complete? It helps much to put them in tabular form. Some calendars are a real puzzle when one wants to find out the separate charges for board, room, and tuition, and the total charges.

We suggest also that every calendar include not only a clear outline of the regular courses, but a suggestive student's program or two for each course.

It is of value and interest, also, to have the calendar include the daily program in both the home and the school session, so far as it can be determined beforehand. This will show not only the regular round of classes and of home life, but will reveal also the amount of time defi-

nately set apart for study, and should of course show enough time for the student to make his average of an hour and a quarter or an hour and a half for each study, according to the rank of school he is attending.

We value very much the published list of graduates by years, with their present occupation so far as it can be ascertained, as also at least the total enrolment of students.

Our new college calendars should also make a separate presentation of the School of Theology, with its dean, faculty, and degree, as a department of the general calendar.

Our calendars have greatly improved in many respects in recent years, but we suggest that special effort be made to perfect some of them still more in the respects here pointed out.

Departmentizing School Work

THE importance of organizing our college work into well-defined departments has been emphasized by our recent undertaking to combine various evangelistic lines of training into a School of Theology. It is going a step farther than we ever have gone before, to appoint a distinct dean and faculty unit for this school; but it is a move toward greater efficiency, if care is taken to keep the machinery at a minimum and the product at a maximum.

In some of our colleges, work in some departmental lines is still greatly scattered. The subjects are taught by from three to five different teachers, with one acting as head of the department, or any effort being made to co-ordinate the work in method or in means. We do not want to overorganize, but there is great strength in the right kind of organization and leadership. Without putting in an unnecessary wheel, the mill can be made to turn out a high quality of grist.

The working out of our syllabi is a help in this direction. We are happy to report that we now have in the hands of our departmental teachers, a new tentative syllabus for all but three of the

departments in our colleges and academies. The syllabus marks off the general scope of the work, defines its aims, and gives a valuable bibliography to draw upon for strengthening the work. A well-defined department with a distinct head can take up these general outlines and develop them.

Team Work with the Business Manager

THE business manager is much in evidence about our colleges and academies. It is necessary that he keep a vigilant eye and a firm hand on the throttle. The standard to which our schools are working reads, "That sufficient annual income be assured to cover operating expenses." If the business manager makes this goal with the small earning power of the school, he must be wide awake.

But we have seen the business manager, especially in our larger schools, tied down to too much detail, and carrying the responsibility of the school too much alone. The financial welfare of the school is, or ought to be, of equal interest to every member of the faculty with that of the business manager. It is their school as much as his. He is merely the one detailed to take the lead. A business manager ought frequently to take counsel with his teachers on the finances of the school. He should seek to interest and enlighten them on every important move that is made, and every emergency that arises. Other members of the faculty than the business manager often have excellent ideas and successful experience in finance themselves.

It is the privilege of the business manager to do more than take counsel with his associates. He is at liberty to call on them for active co-operation when needs are imperative. It will give the other teachers a more sympathetic grasp of the financial problems of the school, and some experience in helping to solve them will prove a blessing to them and to the school. It will also put them on vantage ground when they labor in the field summers and vacations, besides bringing re-

lief to the business manager, and putting them in a position to understand and co-operate better with board actions. When one of these teachers is called to head some other school, he will have had a valuable experience in financial administration to begin with.

The Appointment of Deans

DURING the recent past two of our colleges have added to their list of officials, that of college dean. In addition to being a member of the faculty, the college dean is a member of the board of trustees.

The dean is recognized as assistant to the president, relieving him of many duties, and taking charge of affairs in his absence. Most important of his regular duties, outside the classroom, is that of chairman of the committee on Registration and Graduation. In this capacity he is in general charge of the education standards of the school, the enrolment and classification of students, and their checking up for graduation. At the time of enrolment, the dean, with his committee, bears a heavy responsibility in advising students and assisting them to choose proper courses and studies. This work itself requires the services of a specialist in education, which the dean should be.

Just recently, an advanced step has been made in the reorganization of our ministerial departments into schools of theology, each with a dean of the theological faculty unit. The work of this officer should be that of supervising the work of his department, including the careful examination of students entering, or being graduated from, the courses conducted in the school of theology.

We believe that the office of general dean, as well as that of dean of the school of theology, will greatly increase efficiency in the administration of our larger institutions. O. M. J. -

THE lower world is that of questions, the upper world is that of answers,—
Holmes,

Developing the Normal Department

FROM what is said elsewhere in these editorials, it is evident that there is much room for Normal departments to expand in purpose and scope. As their work now stands, the sole aim of these departments in the thirteen schools where Normal work is done, is to train teachers for the elementary schools and to give a bit of professional instruction to those who are taking other courses.

Now if these departments are to grow as the needs of the field demand that they grow, the growth should begin with the department in its present function. We are now requiring at least two hundred new teachers in our elementary schools each year, while all our Normal departments combined, do not turn out more than fifty to seventy-five a year. With the new impetus given to the establishment of elementary schools by our Education Campaign, we could be using one hundred more teachers this year if we had them. This may increase to two hundred by the time another year comes round. If each of our present Normal departments turned out an average of twenty-five graduates each year, they would barely meet the actual need in the field. To bring out this number of graduates, the larger schools must enroll at least fifty each. The largest enrolment of which we have knowledge the present year is twenty-nine, including five from other departments.

Our first task, then, is to recruit the enrolment for elementary teaching. The Columbia Union is working systematically to the stake of fifty for the Normal Department of Washington College. It has assigned the leadership in securing this number to its union educational secretary. To assist him in this work, a member of the college faculty has been assigned to each local conference in the union, who will go out week-ends and other times to take an extensive part in securing these candidates for teaching. It is hoped that they may secure their fifty by the beginning of the second semester of the present year.

This may look like a drastic step; and an emergency measure it truly is, for there is an emergency to be met. We would that the spirit of this movement might grip all our unions. We shall be faced with an unprecedented shortage of teachers next year. We ought not to lose a moment in preparing for it. One semester of training will be worth much more than no training, as has been the case too largely in the past. Even if the instruction of this number requires additional help, it ought to be given.

Our colleges that are conducting Normal departments this year ought to give the two units in the twelfth grade provided for in our Academic Normal Course adopted at College View a year ago last August. This would add to the number. By another year we hope that a strong academy here and there may carry this work. Our next summer schools should function larger in the training of teachers than ever before, in addition to doing a more extensive work for regular students. It is time now to be thinking and planning for these schools.

The Next Step in Our Normals

Our Normal departments have done only part of their duty when they supply the full quota of teachers required for our elementary work. There is the whole field of secondary teaching equally to be provided for. We now have thirty academies and eighteen intermediate schools, besides the academies attached to our colleges. These schools employ 485 teachers. It is safe to say that nine tenths of these teachers had no special training for their profession when they entered the service. This is some index to the dimensions of the field for training secondary teachers in our colleges.

Add to these two fields of teacher training the three new administrative courses called for by our action at the General Conference, and our Normals have a future, if we only set to work vigorously to build them up. There is no reason why in time they should not

expand into a full Department of Education, co-ordinate with any other department of the college, and headed by a director of wide experience and with a vision of the field that is already white to the harvest.

Tuitions and Scholarships

For the first time in our school history, we succeeded at the time of the General Conference in adopting a uniform tuition basis for our colleges and academies. The rates agreed upon there are \$75 a year for tuition, and \$55 a year for room for the colleges, with 15 per cent less on both for the academies. We are happy to report that four of our five senior colleges have adopted this schedule entire the present year, that our junior colleges are falling into line well, and the academies are on the way.

If these schools are to live up to the standard of making their operating expenses, they must have a reasonable basis for it. A dollar or two on each student's tuition does not bring a burden upon him greater than he can bear, but does add much to the resources of the school. There is no reason why a Christian school should not be conducted on a living basis financially, as well as the secular school. This need not necessarily be drawn entirely from the tuition, but the tuition should be the main factor. The budget should be made out in such a way as to assure the operating expenses' breaking even at least.

The fixing of uniform rates of tuition has already had the excellent result of a uniform basis for scholarships. At the General Conference an action was taken recommending that each union raise from five to thirty tuition scholarships of \$75 each, for the assistance of worthy students. The Columbia Union has already raised the maximum of thirty scholarships, and other unions are on the move in this important direction. We hope to report a little later definite results from them all.

It is left with the union committee in counsel with our faculties, to disburse

these scholarships, as may seem best. One of these committees has already voted to use most of its scholarships the present year for Normal students, in view of the great demand for teachers. The work of raising these tuition scholarships ought to be pushed vigorously this winter, so that when the summer campaign comes on, our committees may be in a position to help those who deserve it.

This reminds us to say, too, that the General Conference passed another action recommending that each union conference raise from \$2,000 to \$5,000 each as a students' loan fund, in harmony with instruction given us years ago by the spirit of prophecy. Conferences always have some workers who are short in their education, or others of mature years who cannot spend a long time in school, yet whose promise is such that it pays the conference well to give them financial assistance by means of either a scholarship or a loan. Let this good work go on.

Administration Committees

OUR educational institutions all recognize the value of committees appointed from the faculty, each giving study to special features of school work.

Some of the most important committees in our colleges and academies are the following: Administration, Discipline, Spiritual Interests, Registration and Graduation, Library, Social Activities, School Extension, Publications, etc.

It is of interest, however, to note that only one institution lists a committee on Administration though the others mentioned may be classified as administrative. The value of such a committee is at once apparent, and every institution would do well to give serious consideration to its organization.

The members of this committee should include the president or principal, deans, business manager or assistant, matron, and possibly the preceptors and preceptresses. This committee should give special study to the general problems of the institution, such as financial policies, la-

bor, schedules, equipment, improvements, etc. The careful study of these and related topics would give more definiteness to school policy. It would tend to bring closer co-operation between the office, the dormitories, and the classroom. Problems could be studied and recommended here, thus greatly saving the time of the larger body of the faculty.

Schools not already possessing such a committee, may find it worth while to give it a trial.

O. M. J.

Supervised Study Periods

EDUCATORS are having much to say today on the value of supervised study. Our boarding schools afford an excellent opportunity to put the principle into practice. It is in the interests of having the students make the most of their time, of bringing the teacher into personal contact with students on the most favorable basis, and affords the best possible opportunity for students to learn how to study to advantage.

Several of our academies and a few of our colleges are operating on this plan, with most satisfactory results. Students may object a little at first, but they soon find that the study spirit in the atmosphere is a real stimulus, and the help of the supervising teacher much to be appreciated. It is not long until they are convinced of the superiority of the plan. We have seen students in a college become so attached to this plan, when proper facilities were provided for making it convenient, that they would not change to study in their rooms when given the opportunity to do so. When there are two in a room, the temptation is very great to "kill time." Especially for younger students the supervised study plan is a great benefit from this viewpoint, and older students find that the assured quiet in our homes, from study under supervision, is worth much to them.

We have seen schools carry out the plan of supervised study by having one hour before breakfast, one or two hours before the evening meal, and one or two

after the evening meal. In checking up several academies recently, we found that their daily program assured to the students the full hour and a quarter of time on each study, required by our standards, or a total of five hours, most of this work being done under supervision.

Tuition Rates and Special Fees

WE have compiled from the calendars of our colleges, seminaries, and academies, the information on tuition rates and special fees contained in the accompanying tabulations. These are tended to be informative only, but will serve as a valuable basis for study and comparison in the light of the tuition schedule adopted by the General Conference in San Francisco. Schools that are in need of financial improvement should study these tabulations and the article on "The Essentials in Budget Making," by Treasurer W. T. Knox, on page 130 of this issue.

Arrangement of Meal Hours

THE supreme importance of the proper conduct of the dining service in our schools is suggested by a statement in the spirit of prophecy in reference to Battle Creek College in 1893, as follows: "Of all positions of importance in that college, the first is that of the one who is employed to direct in the preparation of the dishes to be placed before the hungry students." If the work of the matron and the cook is so important as this, every feature of the culinary service should be carefully studied.

Not only should the greatest care be taken to have the food of first-class quality, to have it cooked in the most healthful way, and to have it served neatly and appetizingly, but the distribution of the meals through the day should be well arranged. It has been our lot repeatedly to visit schools where the breakfast hour would be at 6:30 or 7:00; the midday meal at 1:15 to 1:45; then the evening meal from 5:30 to 6:00. As a rule, a

(Continued on page 144)

TUITION RATES OF COLLEGES, SEMINARIES, AND JUNIOR COLLEGES

(See note on opposite page)

NAMES OF SCHOOLS	School Session (weeks)	Dormitory Student Rates by the year			Day Tuition (year)	Hours Labor (week)	Drills and Industries
		Tuition	Room	Total			
Colleges							
Emmanuel Missionary College -----	36	\$75.00	\$55.00	\$130.00	\$81.00	1	3
Pacific Union College -----	39	¹² 72.00	54.00	126.00	¹² 72.00	15	3
Union College -----	36	75.00	4	130.00	75.00	7	3
Walla Walla College -----	36	¹² 67.50	45.00	112.50	¹² 67.50	10	3
Washington Missionary College -----	36	75.00	51.00	126.00	81.00	7	3
Seminaries							
Broadview Theological Seminary -----	54	4	4	90.00	60.00	14	3
Clinton Seminary -----	36	75.00	55.00	130.00	75.00	7	3
Danish-Norwegian Seminary -----	36	4	4	*180.00	81.00	14	3
Junior Colleges							
Alberta Academy -----	36	4	4	100.00	59.00	12	3
Eastern Canadian Missionary Seminary -----	36	63.00	45.00	108.00	⁹ 63.00	7	3
Southwestern Junior College -----	36	4	4	101.50	72.00	7	10
Oakwood Junior College -----	36	¹⁰ 9.00	27.00	36.00	¹⁰ 9.00	11	10
Lancaster Junior College -----	36	75.00	72.00	147.00	¹² 75.00	¹⁴ 7	—
Southern Junior College -----	36	75.00	55.00	130.00	75.00	¹²	3

¹ Work to the amount of \$1.50 per week for men, and \$1.25 for women.

² Drills and Art at one-half rate listed for literary subjects.

³ Drills and Industries included in general tuition.

⁴ Not listed separately.

⁵ Academic drill (5 hrs. per week) at \$2.25 per 6-week period; college drill (1 credit=3 hrs. per week) at \$1 per 6-week period.

⁶ Industrial studies at \$3 per 6-week period; cooking and advanced sewing at \$4 per 6-week period.

⁷ Domestic work per 6-week period to the amount of \$6.75.

⁸ Board room, and tuition.

⁹ Tuition for four subjects and one drill.

¹⁰ Nominal fee only.

¹¹ Work to the amount of \$1.45 per week for men, and \$1.25 for women.

¹² Work to the amount of \$5 per week.

¹³ Academic tuition—Pacific Union College and Lancaster Junior College, \$67.50; Walla Walla College, \$58.50.

¹⁴ At rate of 12 cents an hour, and deducted from tuition.

NOTES.—The schedule of tuitions adopted by the General Conference at San Francisco was essentially as follows: *College*—tuition, \$75; room, \$55; total, \$130. *Academy*—15 per cent less. *Payable* in five instalments during the first five six-week periods of the student's attendance. The academy rate is for academies not attached to a college. All but Pacific Union and Walla Walla Colleges and Lancaster Junior College charge the same rate for their academy as for the college work.

The following collect in five instalments: Union College, Clinton Seminary, Southern Junior College. These collect monthly: Pacific Union College, Eastern Canadian Seminary, Lancaster Junior College. Alberta Academy collects by the semester. All others collect by six-week periods.

TUITION RATES OF TEN-GRADE ACADEMIES*

NAMES OF SCHOOLS	School Session (weeks)	Dormitory Student Rates by the year			Day Tuition (year)	Hours Labor (week)	Drills and Industries
		Tuition	Room	Total			
Battleford Academy -----	36	\$ ---	\$ ---	\$110.50	⁷ \$50.00	10	1
Cedar Lake Academy -----	36	54.00	46.50	100.50	63.00	7	1
Fernwood Academy -----	36	45.00	27.00	72.00	45.00	14	1
Shenandoah Valley Academy -----	² 36	---	---	² 135.00	⁴ 36.00	14	1
Graysville Academy -----	36	---	---	---	² 36.00	---	1
Waldery Academy -----	36	54.00	36.00	90.00	---	⁶ 14	1

¹ Included in tuition.

² Consists of 3 terms of 12 weeks each.

³ Room, board and tuition.

⁴ Grades 9 and 10. Grades 1 and 2 \$1.50 per month; grades 3-5, \$2.50; grades 6-8, \$3.

⁵ Grades 9 and 10.

⁶ Credited to account.

⁷ Tuition for grade 11, \$56.

NOTES.—Battleford Academy collects tuition in five instalments. The following academies collect in six instalments: Cedar Lake and Waldery. The following collect tuition monthly: Fernwood, Shenandoah, and Graysville.

Information on the following schools is not at hand, hence they do not appear in the table: Beechwood Academy, Fox River Academy, Hazel Academy, and Phoenix Intermediate School.

* For 12-grade academies, see page 142.

SPECIAL FEES—Per Semester

COLLEGES, SEMINARIES, AND JUNIOR COLLEGES

NAMES OF SCHOOLS	Matriculation		Spec. Exam.	Agriculture	Astronomy	Chemistry I	Chemistry II	Physiology El.	Physiology Adv.	Physics El.	Physics Adv.	Zoology or Biology	General Science	Botany	Woodwork	Sewing	Printing	Cooking	Domestic Science	Nursing	Typewriting 1 period daily	Accounting	Bookkeeping	Art	Surveying	Primary Meth.	Inter. Meth.	Manual Arts	Sch. Arts	Normal Sewing	Hydrotherapy		
	yearly	Library																														Graduation	
Colleges																																	
Emmanuel Miss. College	\$1.00	1.50	1.00			6.00	8.00	2.50		3.00	5.00	5.00		2.00		1.50					2.75		.75		2.00								
Pacific Union College	2.50		1.00	2.00		5.00	5.00	2.00	3.00	2.50	4.00	3.00	2.00												1.00								
Union College	5.00		1.00	1.00	1.00	5.00	5.00	1.00		3.00	4.00	2.00		1.00	5.00	5.75	6.00		3.00		4.00												
Walla Walla College	1.50		2.00	1.00		1.00			2.00	2.00	3.00	3.00	1.50	1.50									2.50	3.00				5.00					
Washington Miss. Coll.		1.50		1.00		2.00	5.00	5.00	2.00	4.00	6.00	4.00	2.00	2.00		.50					5.00	2.50			1.00	1.50					1.00		
Seminaries																																	
Broadview Seminary	2.50					3.00		.75		1.50				.50	2.00	2.00					.75												.50
Clinton Seminary	1.00		5.00			1.50	4.00	.50		2.00			1.00	1.00	4.00		4.00											4.50	3.75			3.00	
Danish-Nor. Seminary	1.00	1.00	1.00			5.00		1.50		2.50	5.00	5.00		1.00						2.00	3.37											3.00	
Alberta Academy	1.50		1.00			1.25		.25		1.00				.50					.50				1.00									3.00	
Junior Colleges																																	
E. Canadian Seminary	1.00				2.00	6.00		1.00		4.00		4.00	1.50	1.50	5.00						4.50												
Southwestern Jun. Coll.		1.50	1.00			4.00		1.00		2.00		2.50	1.50	1.50	3.00		2.00	4.50						4.50									4.50
Oakwood Junior Coll.	.50	.50				5.00	2.00	.50		1.00				.50		1.50	2.00				2.00												1.00
Lancaster Junior Coll.					1.50	4.00	5.00	1.00		2.50			1.50	1.00	1.50								2.00										
Southern Junior Coll.	1.50									2.00				1.00																			

¹ Includes library fee.² Includes library fee and lecture courses.³ \$1 a credit hour.⁴ On entrance.⁵ By the school period.⁶ Covers expense of diploma.

SPECIAL FEES—Per Semester

TWELVE-GRADE AND TEN-GRADE ACADEMIES

NAMES OF SCHOOLS	Matriculation Fee (year)	Library	Graduation	Special Examination	Agriculture	Astronomy	Chemistry	Physiology	Physics	Zoology	General Science	Botany	Woodwork	Sewing	Printing	Cooking	Domestic Science	Typewriting	Hydrotherapy	Drawing	Bookkeeping	
Twelve-Grade Academies																						
Aeolian Academy	\$.50	\$.50	\$1.00	\$			\$1.00	\$1.50	\$.50	\$1.00	\$2.00	\$1.00	\$		\$1.00	\$		\$
Bethel Academy	3.50																					
Campion Academy	1.00		2.50			.75		.75	1.25	1.50	1.50	.75										
Laurelwood Academy	1.00								1.00													
Lodi Academy	12.00			1.00			2.75	2.25		1.50		2.25							4.50		1.50	
Maplewood Academy	1.50							.25	1.50							.50			2.25			
Mount Elli. Academy	1.75																		4.50			
Mount Vernon Academy		1.00		1.00			3.00	2.00	2.00			2.00	2.00	4.50		2.50			4.50		1.50	

Oak Park Academy	1.00	.75	1.00	---	---	2.50	.50	2.00	---	1.00	.50	---	---	---	---	3.37	---	---	---
San Fernando Academy	1.00	---	---	---	---	---	.75	1.50	---	.50	---	---	---	---	---	---	.25	---	---
Shenandoah River Academy	.75	---	1.00	---	.37	---	.37	1.50	---	.37	.37	1.50	---	1.00	---	---	---	---	---
Oswego Industrial Academy	---	---	---	---	.25	---	.50	1.00	---	.70	2.50	---	---	---	---	---	5.50	---	---
Williamsdale Academy	.50	.50	---	---	.50	---	1.00	2.00	.50	1.50	.50	---	---	---	---	.50	2.00	---	---
Ten-Grade Academies																			
Battleford Academy	---	1.00	---	---	.50	---	3.00	.50	2.00	.50	.50	.50	1.00	1.00	---	---	1.00	2.75	---
Cedar Lake Academy	1.00	.75	---	---	---	---	---	.37	---	---	.37	---	---	---	---	---	---	2.55	---
Fernwood Academy	---	.50	---	---	.50	---	---	.25	---	---	.25	.25	---	---	---	---	---	---	---
Shenandoah Valley Academy ²	1.75	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Grayville Academy	---	.25	---	---	.50	---	---	---	---	---	---	---	---	---	---	---	---	4.50	---
Walderly Academy	---	.50	---	---	---	---	---	.50	---	---	.50	.50	---	.50	---	---	---	.50	---

¹ Includes library fee.

² Laboratory Fees — Botany, Physiology, Physical Geography, Domestic Science, 50 cents each.

NOTE.—Information on the following schools is not at hand, hence they do not appear in the table: TWELVE-GRADE ACADEMIES — Southern Oregon Academy and Plainview Academy; TEN-GRADE SCHOOLS — Beechwood Academy, Fox River Academy, Hazel Academy, and Phoenix Intermediate School.

MUSIC: TUITIONS AND RENTALS COLLEGES, SEMINARIES, AND JUNIOR COLLEGES

NAMES OF SCHOOLS	TUITION (by the year)									RENTALS (by the semester)					
	Piano, ¹ Voice 1 lesson (a week)	Piano, Voice 2 lessons (a week)	Pipe Organ 1 lesson (a week)	Reed Organ 1 lesson (a week)	Reed Organ 2 lessons (a week)	Harmony, Theory, etc., 1 lesson (a week)	Violin 1 lesson (a week)	Chorus 1 lesson (a week)	Piano 1 hour (a day)	Piano 2 hours (a day)	Pipe Organ 1 hour	Reed Organ 1 hour	Reed Organ 2 hours	Grand Piano 1 hour	Grand Piano 2 hours
Colleges															
Emmanuel Missionary College	\$30.00	\$54.00	\$30.00	\$30.00	\$54.00	\$10.50	\$27.00	\$6.00	\$7.50	\$12.00	\$7.50	\$4.50	\$ 7.50	---	---
Pacific Union College	39.00	65.00	39.00	23.25	---	---	---	---	9.75	16.25	---	6.50	---	19.50	32.50
Union College	30.00	54.00	---	18.00	36.00	15.00	18.00	---	6.00	12.00	---	3.00	6.00	18.00	---
Walla Walla College	45.00	---	---	---	---	---	27.00	4.50	9.00	---	---	---	22.50	---	---
Washington Missionary College	27.00	45.00	---	18.00	31.50	13.50	---	---	9.00	15.00	---	4.50	7.50	---	---
Seminaries															
Alberta Academy	4	---	---	4	---	---	---	---	9.00	---	---	9.00	---	---	---
Broadview Theological Seminary	28.00	43.00	---	---	---	---	---	---	9.00	---	---	6.00	---	---	---
Clinton Seminary	30.00	55.50	---	---	---	---	36.00	9.00	16.50	---	4.50	8.50	---	---	---
Danish-Norwegian Seminary	---	---	---	---	---	12.00	---	---	9.00	27.00	---	4.50	---	---	---
Junior Colleges															
Eastern Canadian Missionary Seminary	22.50	36.00	---	22.50	36.00	6.00	22.50	---	9.00	13.50	---	4.50	---	---	---
Southwestern Junior College	24.00	42.00	---	24.00	42.00	---	---	---	7.50	15.50	---	---	9.00	---	---
Oakwood Junior College ³	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Lancaster Junior College	22.50	36.00	---	18.00	---	---	---	---	9.00	12.50	---	4.50	6.75	---	---
Southern Junior College ³	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

¹ Length of lesson, 30 minutes.

² 20 cents an hour.

³ Harmony, Analysis, \$16.50; History, Theory, etc., \$9.

⁴ Piano, 65 cents a lesson; organ, 75 cents.

⁵ Two lessons per week, \$8.

⁶ 1½ hours a day.

⁷ 3 hours a day.

⁸ Piano, organ, and voice, \$1.25, or 85 cents per lesson.

⁹ Not listed.

¹⁰ Reckoned on basis of tuition for literary studies.

TUITION RATES OF TWELVE-GRADE ACADEMIES

TWELVE-GRADE ACADEMIES	School Session (weeks)	Dormitory Student Rates by the year			Day Tuition (year)	Hours Labor (week)	Drills and Industries
		Tuition	Room	Total			
Adelphian Academy	36	\$63.00	\$54.00	\$117.00	\$63.00	² 6½	1
Bethel Academy	36	62.50	36.00	98.50	62.50	2	1
Campion Academy	36	42.00	¹ 159.80	---	42.00	² 10½	2
Laurelwood Academy	36	---	---	⁴ 148.50	³ 45.00	---	---
Lodi Academy	⁷ 34	---	---	⁵ 110.50	59.50	12	1
Maplewood Academy	36	---	---	⁶ 135.00	---	14	1
Southern Oregon Academy	36	---	---	⁸ 148.50	⁸ 45.00	8	1
Mount Ellis Academy	¹⁰ 34	46.75	---	---	46.75	¹⁰ 10	1
Mount Vernon Academy	36	---	---	110.52	63.00	7	1
Oak Park Academy	36	---	---	⁹ 180.00	63.00	12	1
Plainview Academy	36	---	---	⁹ 153.00	45.00	12	1
San Fernando Academy	36	54.00	49.50	103.50	63.00	15	1
Sheyenne River Academy	36	---	---	⁹ 167.00	45.00	⁷ 7	1
Oswego Industrial Academy	36	---	---	⁹ 120.00	40.50	7	1
Williamsdale Academy	36	48.00	40.50	88.50	51.00	7	1

¹ Included in tuition.

² Labor to value of 3 hours per 6-week period, and deducted from expenses.

³ Deducted from expenses.

⁴ Room and board.

⁵ For grades 11 and 12. Grades 9 and 10, \$40.50.

⁶ Room, board, and tuition.

⁷ Three terms: 12 weeks, 12 weeks, and 10 weeks.

⁸ Room, board, and tuition—grades 9 and 10, \$144; grades 11 and 12, \$148.50.

⁹ Not listed.

¹⁰ Two semesters of 17 weeks each.

¹¹ Room and board, \$5 per week; 10 hours labor per week reduces tuition to \$3.75.

NOTES.—The following academies collect tuition in six instalments: Adelphian, Campion, Mount Vernon, Oswego, and Williamsdale.

One institution, Bethel Academy, collects tuition in five instalments.

The following academies collect tuition monthly: Laurelwood, Maplewood, South Oregon, Mount Ellis, Oak Park, Plainview, and San Fernando.

The standard tuition and room rate for academies is 15 per cent less than that for colleges (see note under college tabulation), with the same plan for collecting in five instalments.

Classification of Students

BY THE ASSOCIATE EDITOR

THE purpose of the modern school is to prepare men and women for life. This ideal has had a marked effect on the curriculum. Subjects once regarded as essentials in education are now replaced by others having more direct value. The efficiency of the school also has been greatly increased by raising the educational requirements of teachers. But for the greatest success of both student and school, it is imperative that special consideration be given to the proper classification of students.

The subjects of the curriculum are purposely arranged in groups, or grades, in harmony with the natural development of the average student's mind. Yet this grouping at best is imperfect, for it does not fit every case. Again, there are always some students who for one reason or another fail to get into those classes which best meet their needs. The result is that unless students are carefully clas-

sified, many of them become misfits and lose the benefits of a proper schooling.

Too much care, then, cannot be given to this matter of classification. Every student on entering school should be given personal attention. The physician endeavors to diagnose every case that comes to him. He studies its history and gives special examinations. When he has reached definite conclusions regarding the case in hand, he is ready to prescribe.

Much the same attitude should be taken by the teacher in receiving students. When the student's educational history is learned, and when the teacher is satisfied that he has a reasonable understanding of the student's present condition and future aims, he is then prepared to classify him intelligently.

Information regarding a student may be secured in various ways. Some schools find it helpful to require the fill-

ing out of an application blank which calls for the desired information. In addition to this, students on entering a school should present their grade cards, or preferably a letter of credit or honorable dismissal from the principal or registrar of the school last attended, giving record of scholarship and extent of work covered.

It is not only important to know a student's standard of scholarship, but something should be learned regarding the character of the institution which gave the work. Educational standards are not uniform, hence a knowledge of a school's rating is essential. Unfortunately, there is a large number of both public and private schools whose work is below par. Sometimes these very ones are the most inclined to magnify the work they give, and the student, on entering another school, will use his influence to have himself given as advanced a standing as possible.

Special examinations are also commonly resorted to when students cannot present credits, or when the validity of these is questioned.

But successful classification requires more than this information. A short personal visit with the student is of great value. This is especially true in academies and colleges. An acquaintance with the experiences and purposes of the student means much to the one who is classifying him. It gives opportunity for suggesting those subjects or courses which will prove most helpful in attaining the end sought by the student.

The work of classification should not be left to any and every one. In elementary schools, the head teacher, if there are several teachers, should do the work. In academies and colleges it should be attended to by a special committee — the committee on credits and graduation. Where there is a dean, this is one of his first and most important duties.

Specialists Needed in the Mission Fields

DR. A. C. SELMON

THE growth of our work in the mission fields has reached that point where the kind of help wanted is different from that called for a few years ago. Since the main purpose of Seventh-day Adventist schools is to train young men and women for a place of usefulness in giving the message, the kind of workers needed should have a large place in determining the courses offered.

Needless to say, the shortage in manpower in the mission fields is so great that every recruit sent out by the Mission Board is sought for by a number of committees, each one, of course, desiring his services. The result is that not a few young people, on reaching their field without knowing what special line of work they are best fitted for, are given responsibilities which they cannot successfully bear. On the other hand, there are those who have a definite line of work in mind, yet enjoy only a small measure

of success for lack of *special* preparation.

The call from the mission fields today is for men and women who have *specialized* in their education.

It is encouraging to see that definite attention is being given this matter by some of our educational institutions. There seems to be a strong tendency, however, in other of our institutions to adhere closely to the conventional ideas of the past, by giving a general education, which is supposed to fit the individual for *any* line of work.

In the homeland the denomination has been organized into special departments, and results have shown that this has made for greater progress and higher efficiency.

In our efforts in the mission fields we have not had the full measure of success that should have been ours, through a lack of workers with special training.

The mission field committee is often

confronted with the administrative problem of successfully placing a new recruit who has a "general education." The individual may have to be tried out first in one position, then in another, before a place is found where he gives the best satisfaction. This entails a loss both in time and in money, and often results in producing a discouraged missionary.

"A human misfit is a human tragedy. To go through life chained to a task for which one is unfitted; to fail of opportunity through lack of preparation,—these are the unhappy experiences of a multitude of men and women."

It is not a rare experience to meet in the mission field a worker who is dissatisfied. His keenest interest is in a line of work other than that in which he is engaged. This dissatisfied feeling becomes so acute that the individual seriously considers dropping his work, and entering school for a special training that will fit him for the work he wants to do.

From the standpoint of the mission field, the six classes of workers most needed are: Evangelists, teachers, medical workers, editors, field missionary agents, and those with a training in business lines. In training a doctor or a nurse, a highly specialized course of study is pursued. Every branch in the course is there, because it bears directly upon the work of a doctor or a nurse. Could not a course for evangelists be so shaped that every study would have the most intimate bearing upon the work of an evangelist? Could not less time be given to some of the subjects that are usually included in the general college course, and more time devoted to a study of the religions of the people in the non-Christian lands, to a study of the methods used by our most successful evangelists, to a study of organization and conduct of the different departments, to a study of conference administration, etc.? Those who are in training for literary work — and the mission fields need many — would get the special training needed in a course in journalism. The

large financial interests of the mission fields demand the abilities of men trained for this work. These should be acquainted with the problems of conference, school, and publishing house finances. Could not all these things be taught in our colleges?

One meets with a large number of young men and women who do not know what line of work they want to undertake. They have not found themselves as yet, and they are letting the best years for learning pass by without having begun to prepare for a definite vocation. The years between fourteen and sixteen are the ideal time for "career planning." This puts responsibility on the teachers of the academy and the elementary school. A large responsibility rests upon parents and teachers to study their boys and girls, and help them to select and prepare for their special work. The youth who is helped to form a definite purpose will steer through life instead of drifting about unfitted for anything.

Arrangement of Meal Hours

(Continued from page 138)

hearty meal is eaten at midday, then the evening meal follows with the shortest interval of the day between meals. In contrast there is a long interval of six or seven hours between breakfast and the midday meal, which tends to more hearty eating at the midday meal than if the time were more evenly divided.

What leads our schools into this undesirable program, is the wish to complete the school work all in one session, but it would be far better to throw some of the class work into the afternoon if necessary, and have the midday meal at the good old-fashioned hour of between 12:00 and 1:00, than to subject the student and teacher to the kind of program that is sure to work detriment to the digestion and health of all. Instead of putting the evening meal so near to the midday meal, it would be better to have the evening study hour begin at 5:30 or

(Concluded on page 150)

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*.

The Boy Who Hates Poetry

EMILY JOHNSON

"I HATE poetry!" It was a boy in my first-year English class who was talking. I knew from my experience with other boys of his type that nothing could be gained by arguing the question with him. O yes, I might have won the argument, but that would not have changed John's feeling toward poetry.

A few days later I passed out to the class copies of "Old Ironsides." I drew from the class the story of the battle between the "Constitution" and the "Guerrière" as they had learned it in history, showed a picture of the "Constitution," and read a graphic account of the battle written by an American naval officer who was at the time a prisoner on the "Guerrière." I told of how this poem was written by Holmes to save the old ship from being torn down, and how it was printed and copies of it scattered over the city of Washington, where it aroused so much feeling against the proposed plan that the ship was saved. Then we set out to discover what there was in the poem that had so influenced the public mind. The class entered enthusiastically into the discussion.

A few days later John stepped into my classroom again, just to talk.

"I hate poetry!" "Do you hate 'Old Ironsides'?" I asked. "O no, I like *that*."

December had come, and with the coming of the snowstorm, we began the study of "Snow-Bound." John was a farmer boy, and his interest in the descriptions in "Snow-Bound" never lagged.

The study of the poem was completed, and the class gathered one night before an improvised fireplace, to tell the stories as they imagined they were told by the different members of the group in the Whittier home. John had chosen to represent the schoolmaster, and he was on hand with his cat and fiddle.

In conversation with me some time later, John again remarked, "I hate poetry." "Do you hate 'Snow-Bound'?" I asked. "O no, I like *that*."

And so, as other poems were studied in the class, an effort was made to discover the interests of the boys who thought they did not like poetry. Care was also taken to approach the poem through the student's interests, leading him to see that poetry, if rightly understood, has a very practical relation to everyday life.

One day we had just finished the study of one of Tennyson's exquisite little lyrics, when another lad, who had never before manifested an interest in poetry, looked up with an expression of disappointment on his face, as he exclaimed, "Why didn't he write more of that?"

Before that school year was over, more than one boy in the class had ceased to say, "I hate poetry." John had for a long time been carrying "Lucile" in his pocket, and more than once I had been stopped in the hall to listen while he quoted some lines from the poem, prefaced always by some such remark as, "Say, isn't it great where he says . . . ?"

That John did not keep his enthusiasm to himself, I learned one day when I met him coming from the garden. He

(Concluded on page 150)

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Little Eskimo

NORTH of us in ice and snow,
Lives the little Eskimo,
Wrapped in fur from top to toe,
Cunning little Eskimo.

On his sled away he'll go,
Spinning off across the snow,
What cares he for cold and blow,
Wrapped in fur from top to toe!

What cares he for frost and snow!
Let the biting north wind blow.
Cunning little Eskimo,
Wrapped in skins from top to toe.

Geography.—An interesting geographical topic for children at this time of the year, is a study of the Eskimo. Make a life-sized Eskimo from sheet wadding according to the accompanying pattern and directions.

1. To make face, cut out circle within hood.
2. Cut a piece of cloth to fit circle, allowing for pasting, and color brown.
3. On this cloth draw eyes, nose, mouth, and hair in black.
4. Paste behind hood, exposing face through hole.

Let us in our second grade give some definite time each day, when every child shall be expected to *talk*. A good way to get started is to say, "Tomorrow I want every one to be ready to tell me about something you saw on your way home today." Then the next day, when the period arrives for the exercise, the teacher may begin by telling, in a sentence or



two, about something she saw. This will usually awaken a desire on the part of the boys and girls to tell their part. The important thing is to get the pupils to *talk*. It will require patient effort to get the timid, self-conscious ones to break through their reserve. Have them stand up and at least answer your questions the first day. Care must be exercised to see that the talkative child does not monopolize the time. Where the class is large, I begin at one

place and let the pupils take their turns in regular order.

I find that after a week or two there is no necessity for a reminder to be given to the pupils, since they have learned to enjoy the conversation period and take pride in contributing some interesting bit of information. (By the way, some of the most enlightening hints regarding the home surroundings of the children are volunteered in this exercise.)

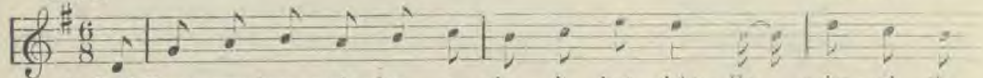
SECOND GRADE—Rose E. Herr

Oral Language.—"First things first" is a good motto for the teacher in the primary grades. Every one concedes that oral language takes the precedence over written language in the course of study for the early years of school life.

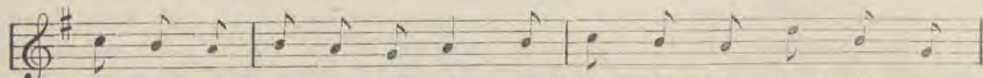
JACK FROST

A. A. P.

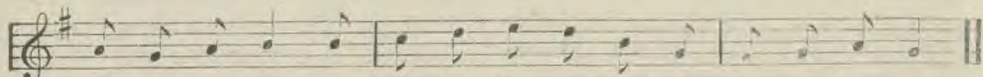
ANNA A. PIERCE



1. Jack Frost was here mak - ing a vis - it last night; He paint - ed the
2. His work is all fin - ished on brook - let and trees, Now he's read - y to



old earth all snow - y and white, He fringed all the trees with a
bite ev - 'ry child that he sees; He'll nip lit - tle girls on their



soft down - y frost, The brook - let he cov - ered with ice as he crossed.
fin - gers and toes, He'll paint ev - 'ry lit - tle boy's cheeks like a rose.

At first, simply let the boys and girls talk freely, without seeming to take note of any mistakes. Establish confidence and friendliness by sympathy and genuine interest in all they say. Make mental note of the most common error. Then plan an exercise to correct that one, but do not use the conversation period for this. After such an exercise has been given, we expect the pupils to remember the correct form, and insist upon their using it. After a few days, select the next most common error, and give a corrective drill. The teacher may tell a short story, incorporating the misused word many times. This exercise may take the form of a game in which the pupils are told to listen very closely, for you are going to see who can tell it most nearly as you gave it.

Time spent in this way will give far more lasting help toward cultivating proper use of language than can be secured by having the boys and girls fill several notebooks with written exercises.

THIRD GRADE—Hazel Gordon

Arithmetic.—Have you ever aroused interest in problems in arithmetic by centering the problems on some interesting topic? For instance, the other day I told of having seen the fire engines go down the streets of New York at a terrific speed. I told of the effect upon people, traffic, etc. When we were all interested in fire and fire engines we worked out the following problems:

1. Drawing one engine were four horses. How many shoes did they wear?
2. Each fire engine company has two officers, eleven firemen, and two engineers. How many men in all?
3. Altogether the firemen get \$1,400 a month. How much does each fireman receive?
4. Each fireman pays for his outfit. His hat costs \$5, his boots \$5.75, his rubber coat \$3, and his suit \$22. How much does his outfit cost?
5. In 1915 there were 14,405 fires, and in 1916 there were only 13,416. How many more were there in 1915 than in 1916?
6. In 1916 there were 14,861 alarms. Of these, 1,445 were false. How many real fires?
7. In Manhattan there are 1,965 uniformed firemen, in the Bronx 532, in Richmond 170, in Brooklyn 1,353, and in Queens 400. How many uniformed firemen in Greater New York?
8. One kind of engine pumps 300 gallons of water in one minute. How much water is pumped in one hour?

Reading.—Many people attending high schools cannot, after reading a page to themselves, tell the thought of what has been read. I believe this is largely due to failure in training pupils to get the thought from the written page during silent reading. The lesson on "The Mountain and the Squirrel" illustrates very nicely one or two points in connection with training in silent reading.

Ask the children to read the first two lines silently, then excite their curiosity by asking them what they suppose the quarrel was about. Who started the quarrel? Tell them all the rest in Bun's reply. Ask what they suppose he will say about it. Tell them to read silently the next five lines and find out what he admits. Why isn't that enough? When and where do we need all sorts of things? I like this poem for its ethical value, its reason and argument, its originality of humor and rhyme, for how could they quarrel in a more even rhythm?

Language.—Do you sometimes find it difficult to find real good material for use in third-grade classes? I used to, but now the field seems so broad that the trouble comes from not being able to use all the available material. I like the idea of the children themselves posing for pictures, and then telling stories from the resultant picture. For instance, the other day one little girl sat on a chair holding a toy kitten; underneath the chair was a basket. The little girl was supposed to have just received the kitten. The stories were about the kitten's long trip, as told by the kitten. The little girl told stories of her pet. From this picture, too, we had some drills on punctuation. The children were asked to tell what the little girl said when she received the kitten. These sentences were placed on the board and studied.

Children are naturally very curious. Arouse their curiosity by asking questions or dropping little hints about things, then have discussions and stories concerning these things. For example:

On which animal would you prefer to ride across a desert, a camel or a pony? Why?

This would involve a discussion of hoofs, hump of camel, water supply, nostrils, etc.

Where does the rain come from?

How is chalk made?

Where does paper come from?

How can such a tiny round hole be made in my pencil without splitting the wood?

How is the lead in my pencil made?

Be sure that all difficult words are studied before these stories are written.

FOURTH GRADE—Sydney Bacchus

Reading and Language.—The first lesson for this month's work, "A Freight Train," affords excellent opportunity for expression. It may be read in dialogue form. An entire recitation period may be profitably used in discussing the lesson with the class, learning the meaning of words, etc.

Memorize "A Wonderful Weaver," page 181, and let pupils cut different patterns of snowflakes. "Old Winter," on page 176, will be especially enjoyed if you live where it snows. "Winter is but springtime fast asleep."

January is a good month to impress upon pupils lessons of kindness to dumb animals. Speak of their faithfulness and how they ap-

preciate kind treatment. The story on page 187 comes in nicely here.

Can your pupils use intelligently in sentences all the words on page 208?

Descriptive words are given in the language work. Strive to add new words to your pupils' vocabulary. Place long lists of name words on the board. In another column write adjectives and descriptive words. Show that these words "picture" things for us. Associate descriptive words with appropriate nouns. Call attention to commas in a series of words.

Bible.—A long list of review questions stares us in the face this month. These may be made very interesting to the class. Written answers may sometimes be required, but do not give many questions when the answers are to be written. Some days the class may be divided and a simple game played, like spelling-down.

The names of places should be located on the map, also have pupils tell what occurred at each place.

Lesson 64 may be used as a reading lesson. Bring in other interesting information.

Nature.—We have a nature bulletin for the fourth grade. This consists of a large blotting sheet pasted on the wall where the children can pin interesting nature items. The tiny folks also take interest in this chart, their eyes being on the watch for the changes in nature about them. Once a week we report on the items of the bulletin board.

Birds are studied this month, but as they are not found in most localities this time of year, the Perry pictures may be used. The children enjoy giving the few birds that remain a dinner each day from a large tray we made. Let every joy of the great outdoors be a part of your pupils' life during these winter months.

Arithmetic.—Mental drills form a large part of the work this month. Insist on rapid and accurate answers. Do not permit the pupils to find the answers by counting.

Spelling.—Strive to make the word impressions permanent. Drill seems to be the watchword here. If folders are used, a snow man or an igloo would be appropriate, or pupils may make up their own designs. For drill on the misspelled words, my pupils made a booklet and cut for a title, "My Hard Friends." In these are written the words they miss. (These words should be gathered from written work in other lessons as well as in spelling.) Occasionally I collect books and pronounce words to the class.

FIFTH GRADE—Mrs. Myrta Kellogg Lewis

Bible.—During this month there are many most interesting characters to be studied. Make these men and women stand out in the minds of the children like old familiar friends. Use pictures, and talk about them. Let the teacher read the chapters from nine to twenty-one in "The Story of Prophets and Kings," and when

the story of Elijah's life is finished, study the man—notice the personal description in note 2, Lesson 61, and his surroundings until his bravery and courage are thoroughly appreciated. Notice that although he had few friends, yet he was true to the Lord. Do you not think he must have appreciated the companionship of the young man Elisha when he became his helper? And Elisha, too, how wonderful his life, first of faithfulness and service in little things, and later in doing great things for the Lord!

Contrast the life of the little Hebrew maid in Naaman's household, surrounded by heathen people, teaching her master of the true God, with the life of the young man Gehazi, who lived under the best of influences, in the very home of the prophet, yet who had sin in his heart, and instead of being strong and brave in temptation, was weak, and hence failed.

As you teach these lessons, try in every way to make these characters *live* and *move*. Study the map until you can place a little free-hand sketch on the board, as you tell some interesting point about the country where these people lived.

Nature Study.—The work for this month depends somewhat upon the location of the school. It would be well for the teacher to make preparation for the study of water animals in the fall months by securing some little creatures, thus increasing the children's interest. Much of the material in the book will have been read by that time. Specimens of coral, sponges, shells, etc., may be obtained in almost any community. If your school is where a visit to the "zoo," or even a market, can be made, it will be a help.

Try to interest the children in watching for the first signs of life in the spring. Encourage them to bring to the school whatever they may find of interest, for all to enjoy. Do not fail to express appreciation when something is brought, even though you do not care to handle it. If you naturally feel afraid, don't let the children know it. And above all things, do not confine your nature study to the book.

During the winter the children's sharp eyes may see some cocoons which contain beautiful surprises for spring.

Bird study may be profitably carried on during the winter months. Make a bird calendar

No.	Date	Name of Bird	Child's Name

for a record of the birds which are seen. This may be continued all the rest of the year.

Manumental.—During the winter months is a good time to have the boys make a terrarium to hold the little creatures which the children will surely bring for the nature class if they know there is a home for them. In one school this was made from a box about one foot wide, one foot high, and two feet long. On one side an opening was made with a saw, the top was removed and both openings were covered with wire netting. In the rear was an opening and a little door. Legs were placed at each corner so as to raise the top of the terrarium to a convenient height. Sometimes the bottom was covered with sand, with a dish of water and some pebbles for a little frog pond. At other times pieces of sod were transplanted in the terrarium, to make a home for crickets or grasshoppers. It was in almost constant use, and became the center of attraction.

SIXTH GRADE—Sara K. Rudolph

Bible.—Those who have notebooks in which they have kept outlines of the semester's work will find the review comparatively easy. After completing the work, which closes with page 233, spend the remainder of the month reviewing. Give the children questions or topics to recite on in class; have them learn the outlines; and locate on blank maps the places studied about, and mentioned in the journeys of Christ.

Nature.—The mid-year tests are due this month, the work for the semester having been completed in December. A month or three weeks is not too long a period to review such a variety of subjects. After selecting the most important points in each lesson, make questions involving these for the review. Locate on outline maps by means of pictures the industries, products,—vegetables, mineral, animal, manufactured,—and races of the world.

Language.—The work for this month consists of a study of the verb and some modifiers. Define verb, adjective, and adverb. Analyze simple sentences, distinguishing the verbs that are composed of two or more words.

SUGGESTIONS

Write lists of verbs or action words; use them in original sentences; underline the verbs in sentences. Make lists of descriptive words in reading or other lessons. Separate the adjectives from the adverbs. Use them in original sentences. Give exercises in filling in blanks with the different parts of speech studied.

Composition.—The children will be interested now in writing some business letters. Teach them the general form of a business letter. Have them write to a publishing house for their schoolbooks or to subscribe for some paper they like. Let them write an application to some firm for a position. Have them bring in advertisements for help, cut from a newspaper, to answer in class. Their answers will be found interesting and encouraging.

SEVENTH GRADE—O. M. John

Bible.—An important point to impress on students in connection with Bible study is that the Bible is a *living* book. That is, the principles taught in it are still alive, and are accomplishing the same results today as they did in Paul's day. The need of men like Paul is greater today than when he lived.

The new year affords another excellent opportunity for our boys and girls to become volunteers in the great army which "follows in His train."

Geography.—The recent war has affected many lands. Advantage may be taken at this time, when peace is being restored, to increase the student's interest in geography by making a study of the nations involved in the war, and the changes which it has wrought. Study the economic situation in Europe, discussing such problems as food, labor, reconstruction, etc.

Physiology.—This winter's epidemic, terrible as it was, has taught some valuable lessons on hygiene. Numerous publications have given excellent instruction on the prevention and treatment of influenza. Much general instruction on how to care for the health in times of epidemic is also to be found in current literature. Interest the students in becoming familiar with the instruction given, emphasizing the fact that epidemics will increase in number, and we should be ready to meet them.

EIGHTH GRADE—Myrtle E. Schultz

Composition.—It is needless to speak of the importance of teaching composition in the grades, for every one realizes that it is most essential. In fact, its importance is so great that oral composition is begun when a child enters school, and soon he writes little stories which gradually develop into enlarged and original themes.

Aims.—1. To secure greater flexibility and variety of sentence structure.

2. To teach the general principles of paragraphing.

3. To give broader interests and better knowledge of environment.

4. To increase the pupil's powers of observation, organization, and expression.

5. To enlarge the vocabulary.

6. To eliminate errors in the spelling of common words.

7. To give a knowledge of principles of grammar.

In order to realize these aims there are some activities that help develop the mechanics of oral composition.

1. Vocalization in unison, in soft, even, resonant tones, beginning with m, n, l, and ending with e, o, a, etc. Simple songs help develop flexibility.

2. Vowel practice in conjunction with vocalization, to establish the correct quality for vowel sounds.

3. Articulation practice, to secure completeness and distinct utterance.

4. The speech defects of individuals should be carefully tabulated and the proper exercises prescribed.

5. Oral reading for the proper grouping of words, with emphasis laid on smoothness and flow of sentences.

6. Posture corrected, to secure erectness and graceful pose.

7. Oral composition. Stories told by teacher based on models. Emphasis laid on variety of sentence, length, form, and structure.

Materials.—1. Themes based largely upon personal experience and observation.

a. Stories of vacations, recreations, outings. Set before the pupils the aim,—to interest their classmates.

b. Descriptions of scenes, or objects. Select those familiar to the writer, but not to the rest of the class.

c. Description of things that the pupil has made, or directions for doing things.

d. Details of work done in other departments of the school, or of work outside of school hours, or in vacations.

e. Frequent practice in writing business and social letters. Social letters should be written and sent to friends in the same grade in another school.

f. Simple work in explanation of local and civic matters. It might take the form of written answers to questions.

g. Descriptive themes dealing with imaginary journeys. Each child might take a trip to a foreign country, using the atlas, books of travel, and magazines to get help, and illustrating his work with pictures clipped from folders, guides, etc.

h. Themes on characters in life or in books.

i. Imaginary conversation between characters in books.

j. Simple exercises in argumentation.

k. Accounts of visits to factories, museums, etc. If this is a class exercise, it should be preceded by oral work, especially emphasizing what they are to look for.

In order to use the best methods the teacher must ever keep in mind the aims in composition writing. This work must be motivated by practical application to the life of the school and the community. Children might debate on some of the current topics discussed in the newspapers, or some question of local interest. Letters, when they are real ones, always help to motivate work. Whether the work be oral or written, each pupil should keep a definite audience in mind. If pupils are to gain help from this work, permit them to criticize each other more and the teacher criticize less. This will help to socialize the work.

Arrangement of Meal Hours

(Concluded from page 144)

6:00, then dismiss at 7:00 for the evening meal, which ought to be a light one, then have worship following the evening meal, and then study hour again.

We were glad to find, on a tour in the field recently, several schools that call their students in for a study period at 4:00, 4:30, or 5:00, after putting in their hour and a half or two hours of manual labor, and have them study under supervision. Such a plan has many merits, and facilitates the adjustment of the meal hours as suggested above.

The Boy Who Hates Poetry

(Concluded from page 145)

smiled, as he said, "Say, the gardener says if I'll work with him awhile, I'll come to like gardening as well as I do poetry."

I am convinced that John will not hate poetry when he understands it, and when he sees that there is a real connection between poetry and life.

"Poetry," says Fairchild, "is not subject matter for lessons; it is something to be enjoyed." To lead a student to love poetry, to see beauty and power in it, is a most effective means of refining his tastes and elevating his ideals. But a student can feel its power only as he enjoys it. To accomplish this purpose with the average student, requires much tact on the part of the teacher, but the result is well worth the effort.

Books and Magazines

A Book for Today

"FROM ISOLATION TO LEADERSHIP," by Dr. John H. Latané, Ph. D., LL. D., professor of American history in Johns Hopkins University, published by Doubleday, Page & Co., New York. Price, \$1. This book, just off the press, will be of special interest to teachers and to students of prophecy. It gives an excellent review of American foreign policy, tracing the steps which have brought the United States from isolation to one of leadership among the nations.

HOME EDUCATION

Fathers and Mothers, you can be educators in your own homes.—*Mrs. E. G. White.*

Nature Month by Month

O. M. JOHN

THE beginning of the new year offers special opportunities for awakening an interest in nature study. At this season of the year, immediately following the delightful holidays, the child's mind is especially active. With imagination quickened, sympathies awakened, and prospects brightened, it gives ready response to the efforts of that parent or teacher who has a message for it. The successful parent or teacher, then, should possess a fund of information on natural phenomena, and should be prepared to present it in a charming manner.

The weather is full of mysteries to the child. The cause of air currents or winds may be readily explained by showing how the air, when heated by the stove, rises, and cold air from other parts of the room rushes in to take its place. Similarly the air in certain areas of the earth becomes heated by the sun. It then rises and cool air flows into the vacancy left.

If a body of air is rapidly heated, the intruding air becomes a stormy wind. It rushes through the cracks of houses and the branches of trees, and produces that whistling sound, just as when a boy blows between his lips or fingers.

Clouds are formed by the condensation of vapor. All air contains more or less vapor; but if a current of warm air is suddenly cooled, the vapor it contains condenses, forming minute particles of water, which are readily visible. To illustrate the formation of clouds, one may make use of the steaming teakettle. The steam, or vapor, as it first comes out of the spout, is invisible, but where it comes in contact with the cold air it condenses and forms a cloud.

Rain is formed when bodies of air, heavily laden with moisture, become suddenly cooled. The minute particles of

water cling together and form drops. If these raindrops fall through a region of low temperature, they are frozen, and are then known as hail.

When a body of air laden with vapor comes in contact with another very cold current, the vapor, on condensing, forms the beautiful snow crystals. If there is fresh snow on the ground, the children will find it interesting to examine the crystals with a magnifying glass. Drawing crystals will be of special interest, showing their wonderful regularity and beauty of design.

Another interesting and instructive topic is that of heat. Where do coal and wood get their heat? What is it that releases this heat? Why is heat necessary to life? These are a few of many questions that may be answered.

Wood is the product of the growth of the plant under the influence of sunlight and its heat. The heat energy is stored up in the wood. Coal is wood that has been buried and subjected to high pressure and temperature. When wood or coal is again raised to the right temperature, the oxygen of the air unites with the carbon, forming carbon dioxide gas and liberating heat. Heat is necessary in maintaining life. Our body cells, composed of a jelly-like substance called protoplasm, cannot work unless they have sufficient heat. The food we eat is oxidized by the air we breathe, and heat is liberated in our bodies. We wear thick clothes in winter to prevent the escape of this heat. When this is not sufficient, we burn fuel to obtain a greater amount of heat to keep our bodies active.

These and many other related phenomena may be explained. They are not only interesting, but are of practical value to the child.

SCHOOL EQUIPMENT

School boards should be considering their needs in the way of equipment — furniture, maps, apparatus, etc.

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