

CHRISTIAN EDUCATOR

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CHRISTIAN EDUCATOR

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VOL. XI

TAKOMA PARK, WASHINGTON, D. C., SEPTEMBER, 1919

No. 1

EDITORIALS

Things to Be Done This Year

School Inspection

Health Inspection.—Arrange for the health inspection of every boy and girl who attends our schools in any grade, from the elementary to the college. This is primarily a physical examination, with such medical elements in it as the blanks call for, and as the ability of the examiner may justify. The aim is to discover any physical defects in the common organs, such as the eye, ear, nose, and throat; the condition of the teeth, heart, lungs, and digestive organs; the general nervous condition; the posture in sitting, standing, and walking; general qualities of alertness, dulness, disposition; proper clothing, and the like.

The employment of a physician on our college faculties who may supervise this work, assist in science teaching, and inspect the general sanitary conditions of the school buildings and premises, is greatly to be desired. When a physician cannot be employed full time for such a purpose, arrangements should be made to have it done by some one who is available, and who can give adequate attention to the personal inspection and sanitary conditions, even if he cannot teach.

In our academies there should be at least a graduate nurse of experience and good judgment who can serve in the same capacity as the physician in the college.

For our elementary schools the services of a local physician or nurse can

often be secured; but better still, have the local conference employ a school nurse who can work from school to school in that conference during the school year, not only inspecting the pupils and school premises, but also instructing the teacher on the care of his own health and that of the pupils. A wide-awake teacher can, in time, learn to do, with fair satisfaction, the work of the school nurse.

Let a careful record be kept of the general results of this inspection in each school, and let a report be made to the superintendent and to the union secretary, at least twice a year, each report representing a semester's work; the union secretary in turn to report the general results to the General Department, that it may generalize the returns and report to the entire field.

Academy Inspection.—This year let it be clearly understood by all, that academies are to have an annual inspection. The inspection committee for the union consists of the president of the college or the junior college, the union educational secretary, and the superintendent. The inspection should not be too hurried, but carefully and conscientiously done in every detail. The report of this inspection goes first to the college faculty, next to the union educational department, then to the General Department, the latter making a duplicate copy for its file and returning the approved report to the college for issuing a certificate

of registry. This inspection should include both ten-grade and twelve-grade academies, or, in other words, both junior and senior academies.

Intermediate and Elementary School Inspection.—Though not separately provided for in our inspection plan, our intermediate schools (ten-grade day schools) should be inspected by the union secretary, the academy principal, and the superintendent, and their report rendered in the same way as that for the academies.

The elementary schools should be inspected by the union secretary and the superintendent, using the score card adopted by the union in harmony with our general standards for the elementary school; and the rating issued by the union department, in the form of either a doorplate or a certificate of inspection in a simple frame, as the union department may decide, should be hung in the schoolroom.

Junior College Inspection.—An action of the Educational Council in 1919 provides that the inspection committee be made up of the president of the college, the union secretary or secretaries in the school territory, and a representative of the General Department of Education. Though the plan of reporting is not included in the action, it is suggested that the report be sent first to the college faculty, then direct to the General Department, then returned to the college faculty to issue the certificate of registry.

Training of Ministerial and Bible Workers

This work is steadily becoming established as a definite feature of the School of Theology in our colleges. It is represented, too, by our Ministerial Section with its own secretary. While it comes under the general supervision of the dean of the School of Theology, yet it is a distinct line of special work that needs its own organization as a section to help strengthen itself. The section secretary should at all times keep in close counsel with the dean, as the dean with the presi-

dent. Elder T. M. French, Berrien Springs, Mich., is now secretary of this section.

It has been recommended that the conference adjacent to the college bear at least half the expense incident to the field training of students during the school session. But in some college districts, the entire expense is now borne by the conferences. The best way, at least after a little experience, is to provide for this expense on the budget principle. For example, the Lake Union provides \$50 a month to cover such expense for the students of Emmanuel Missionary College. This gives the director of their training a definite financial basis on which to organize his work. He makes a report of all expenses to the conference in the regular way, as well as of results obtained in this directed work of the students. These reports naturally form a basis for the next year's budget.

Action 21 of our Educational Council in 1919 recommends that conference presidents visit our colleges during the school year, to become personally acquainted with all the students of their respective conferences, but especially with those looking forward to the ministry and to Bible work, and help them to feel that there will be a place for them in the work after their school days are over.

Actions 22 and 23 of the same council, recommend that students under training for the ministry or Bible work be given practical field work during the summer on a suitable wage, and that the conference arrange for any financial assistance that may be found necessary for students to return to school on account of their limited opportunities to earn during the summer.

Laboratory Equipment

Science Laboratories.—The standard for laboratory equipment adopted in 1913 sets the valuation at the minimum of \$3,000 for the senior college, with the recommendation that this

amount be advanced to \$5,000 as early as possible. One or two of our colleges have reached the latter amount, and all should build up to it in the near future. This amount should be properly apportioned to the various subjects taught, and the standard list of equipment by subjects which was adopted at our St. Helena Council in 1915 should be revised after the four years' use it has had.

Suitable student fees for each science subject should also be listed. Action 47 of the Council in 1919 recommends that our schools study the question of fees and standards of laboratory equipment, with a view to greater uniformity among our institutions. This would be best accomplished by designating some one to receive suggestive lists of equipment and fees from the various schools. Since Dr. O. R. Cooper, Berrien Springs, Mich., is the secretary of our Physical Science Section, let the heads of science departments in our colleges and junior colleges submit tentative lists of equipment and fees by subject to Dr. Cooper, so that he may compile them, and thus assist in getting at general uniformity, with perhaps a sliding scale for adaptability.

Vocational Laboratories.—In contrast with the excellent work already done by way of equipping our science laboratories, the equipment for our vocational laboratories is for the most part lamentably weak and inadequate. Now since the curriculum adopted at our Educational Council in 1919 places vocational education on a credit basis within the curriculum proper, it behoves us to equip for vocational training with the same vigor and system that we have exercised regarding our science laboratories.

Action 11 of the same council reads:

"That we pledge ourselves to work earnestly to equip our schools for efficiency in vocational training, and that we place this equipment on an equality with that of our libraries and laboratories."

Prof. S. A. Smith, Berrien Springs, Mich., is the secretary of our section on Industrial Education. While this sec-

tion may need to be divided into a section for the mechanical trades and a section for agriculture and gardening, until this is done, let every teacher in vocational subjects send his tentative list of equipment to Professor Smith, that he may compile a general list, and in this way assist in arriving at general uniformity, with suitable flexibility for adaptation to local conditions.

Library Development

There is much to be done in the way of developing both the content and the efficiency of our libraries. Action 48 of the Educational Council in 1919 requests the General Department to appoint a general library committee to furnish proper book lists to our schools. This has been done, and this committee will probably develop into a Library Section in due time. According to the action, this committee is to consist of one member from the General Department, four from the colleges, and four from the academies. Prof. O. M. John, Takoma Park, Washington, D. C., has been appointed to represent the General Department and act as chairman of the committee, at least until it can be organized into a section, if that should prove advisable. The college members are the librarians of these four colleges: Union College, Pacific Union College, Washington College, Southwestern Junior College. The academy members are the librarians of the following four: Mount Vernon Academy, Bethel Academy, Oak Park Academy, San Fernando Academy.

Let all the academy librarians in a given union send in their tentative lists to the academy member within that union, if there is one, but if there is no member of the committee within that union, let them send their lists direct to the chairman of the committee. Let the college and junior college librarians send their lists to the college librarian of the district, where there is one, otherwise, direct to the chairman of the committee. These lists will be examined and compiled, and general lists sent out to the respective schools.

The Work of Our Sections

College Sections.—In connection with the work of our Bible and History Teachers' Council, recently held at Washington, we enjoyed the great privilege of having together for the first time, virtually a full membership of our Bible, History, and Ministerial Sections. This enabled us to realize effectively for the first time the great value of the section organization. Since it is the policy of the General Department to hold every year a council for one or more of our institutional departments, we shall in time be able to place our sections on the same substantial working basis that the three sections above mentioned will enjoy from now on. Hence we desire to speak a word of courage to our section secretaries who have found it difficult to get results by correspondence only.

The results of the work of the three sections which met will be published later. At this juncture it is fitting to announce changes in the secretaryship of these three sections. Prof. C. M. Sorenson, Takoma Park, Washington, D. C., who has been acting as secretary of our History Section, now becomes, by transfer of his teaching work, secretary of the Bible Section. Prof. C. L. Benson, College View, Nebr., succeeds to the secretaryship of the History Section. Prof. H. C. Lacey, Takoma Park, Washington, D. C., who was secretary of the Ministerial Section, by change of appointed work, now becomes secretary of the new organization, the Section of Biblical and Ancient Languages, thus separating the ancient and the modern languages into distinct sections. Elder T. M. French, Berrien Springs, Mich., succeeds to the secretaryship of the Ministerial Section. Let all college members of these sections note these changes and send in their correspondence, suggestions, and questions to the proper person.

Academy Sections.—Let no head of a college department forget that we have, on paper at least, an organization of Academy Sections. By the terms of this organization, the head of the college

department becomes, by virtue of his position, secretary of the Academy Section covering the territory of his college. Every academy teacher of subjects that fall within the range of his department is a member of the section. Since our experience with the sections here at the teachers' council in Washington, we are very eager to see these academy sections function as is their privilege. Let their secretaries and members take due notice, and endeavor to put the spirit of life into this part of our organization.

The Conduct of Section Work.—Action 45 of our Educational Council in 1919 recommends that section secretaries "renew and extend their activities;" that college presidents urge their departmental heads to keep in close touch with their Academy Sections, and in turn with their own section secretaries; and that academy principals urge their teachers to co-operate with their respective section secretaries. A previous council action recommends that the college administration, where section secretaries are resident, provide them necessary stenographic help, and adjust the teaching work of the secretary to such extent as is feasible to give the secretary time to attend to his duties.

It was the conviction, when this action was passed, that this contribution to our section work would bring its compensation in returns of added efficiency in its teaching work and equipment. Since the meeting of the three sections in Washington this summer, we are doubly sure that this will prove to be the case.

New College Courses

Surely another school year will not pass without our colleges' making a substantial beginning on the introduction of four courses recommended at our Educational Council in connection with the General Conference of 1918.

Secondary Teaching and Administration.—With thirty academies and twenty intermediate schools in this country to man with teachers, not to speak of the increasing demand for teachers

in the mission fields, it is high time to enter seriously upon the training of young men and women of promise to teach in our secondary schools, and to learn at least enough of school administration to make them helpful associates in administering these schools, as well as laying the foundation for future administrative work on their own account. A working course for the purpose has not been perfected, but a suggestive two-year course may be found on pages 24 and 25 of the leaflet, "Educational Recommendations," for 1919. Too much cannot be said on the importance of starting this work this year.

School Home Administration.—With five colleges, three seminaries, six junior colleges, and thirty academies to man with preceptors, preceptresses, matrons, and cooks, we have a problem of school home efficiency of no small dimensions. Heretofore, the service has been so unsatisfactory in many cases and so subject to frequent change, that we are not doing the noble cause of Christian education justice by failing to educate persons of promise for these very important responsibilities. We are not only failing to do justice to our teachers, but are really injuring the cause of true education, as it is affected by the work of our school homes. Every school administrator admits that the work in the student homes controls the pulse of the school in spirituality, in study spirit, in missionary activity, and in general morale. Yet we have devoted more attention to the technical training of department teachers than we have to the more responsible members of the faculty in charge of our school homes.

This very year, therefore, every college or junior college that has a really efficient preceptor, preceptress, matron, or cook, should make provision for the special instruction and training of young men and women who give promise in these directions. These callings should not be looked upon in any degree whatsoever as a whit below any other work connected with the institution, in dig-

nity, importance, and opportunity to serve. One who goes under training for this work will be convinced of its true value.

School Field Administration.—With twelve unions and seventy local conferences in America alone, to man with educational secretaries and superintendents—with Missionary Volunteer, Sabbath school, home missionary, medical missionary, and colportage secretaries, it is high time that those institutions which rank as training schools should give systematic attention to instruction and training that will both interest and prepare young people for service in these field activities.

For this reason the new department of Denominational Endeavor recommended at our Educational Council in 1919, should make a beginning in every institution possible. A course of one or two hours a week through the junior and senior years in these various classes of field work, if given by specialists or by regular teachers who make a study of these kinds of work, will accomplish much, both by informing the young people on what the denomination is doing throughout the world, and by interesting them to give themselves personally to some line of their selection.

Short Courses for Workers.—At our Educational Council at the General Conference in 1918 our colleges were recommended to conduct every year, in addition to their regular work, a short course of three months to a year in length, "adapted to the educational needs of students of a mature type, such as church and conference workers, and others who have not the time to take one of the regular courses." The same action calls for instruction to be given in such practical subjects as Bible, history, English, methods and practice in soul-winning, all adapted to the particular needs of this class of students. It is provided further, in this action, that the union conference reaping the benefit of such a course or institute, be asked to provide for the extra expense involved.

With all the necessary emphasis we have laid upon the longer courses in our colleges, surely these short courses ought not to be neglected. We are a missionary people, and our school centers ought to provide training for all classes of workers. It is left to each school to place the short course at such time in the year, and of such length, as local conditions may justify.

Keep Up the Educational Campaign

We have just had one of the most rousing educational rallies of our school experience. There is every prospect that during the coming year our schools will be fuller than ever before. It should never be forgotten, however, that we have by no means as yet enough school centers, nor enough capacity in the ones we have, to meet the demands of the goal we have adopted for our perpetual campaign. This goal reads:

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

This was the slogan of our extensive campaign following the General Conference, and of our recent educational rally. Let it continue to be our slogan all the year to come, with more earnest prayers, more vigorous and systematic effort, and with unflagging determination to push on vigorously toward our goal. Let the school census in every conference be perfected and revised. We must keep a close check on who the boys and girls of school age are, how many there are, and where they are, if we advance as rapidly as we ought in this noble work.

More to Follow

These are by no means all the things that need to be done the coming year, but they include a number of the most important. Others will be mentioned in our next issue.

W. E. H.

No-Tobacco Colleges

IN a recent number of the *No-Tobacco Journal*, the official organ of the No-Tobacco League of America, published at Butler, Ind., the following item is of interest:

"No-Tobacco Colleges

"For the information of our readers, we will publish under this head the names and addresses of all schools and colleges that prohibit the use of tobacco by pupils and teachers, and will allow us to do so.

"(Thus far we have received but one name. Our readers are asked to inform us of all colleges they know where tobacco is prohibited.)

"Eastern Nazarene College, North Scituate, R. I."

It is indeed gratifying that to this single name we may add the names of all Seventh-day Adventist institutions.

In North America alone we are operating one medical college, five colleges, six junior colleges, three foreign seminaries, and thirty academies and special schools. All these institutions, as well as the many in foreign lands, are governed by regulations prohibiting the use of tobacco in any form.

We deplore the fact that so many teachers in the leading colleges and universities of the land are addicted to the use of tobacco, setting a powerful example before the young men under their instruction.

Every legitimate effort to rid society of this tobacco curse is worthy of the most hearty support of every Christian believer.

O. M. J.

KINDNESS is contagious and example is powerful. Results are remarkable in their effect upon the pupils who have a teacher who understands and who loses

no opportunity to inculcate in the minds of her pupils sympathy for and justice to every living creature.—*Humane Education Press Bureau, Boston, Mass.*



DELEGATES TO EDUCATIONAL COUNCIL, WASHINGTON, D. C., APRIL, 1919

Relation of the Syllabus to Teaching

A. G. TAYLOR

THE efficient teacher possesses, among other good qualities, the ability (1) to organize logically the subject matter of a course; (2) to present an outline with a wealth of associated material, which shall acquaint the student with the source of allied subject matter upon which he may draw in his future study; (3) to estimate properly the comparative value of courses and the time that should be devoted to each, insuring for the student a well-balanced program.

These qualities are greatly valued by students as they in retrospect survey such leadership on the part of their teachers. These qualifications, or at least certain of them, are possessed by every real teacher, but it is in the effort to reach a still higher degree of efficiency that the plan of syllabi-making has been launched.

The syllabus in any department of study is not to be compiled by one individual, but several should assist. This is the secret of its strength, since it represents the best judgment and experience of those who are directly engaged in teaching the subjects included.

The syllabus presents:

1. The title of subjects taught in the department. This title should be simple, and clearly descriptive of the content of the course, as, for example, "The French Revolution" rather than "History 6."

2. Suggestive texts, several in each subject, to aid the teacher in the selection of a book suited to the grade in which the course is offered.

3. Number of recitation or laboratory hours. This presents to the teacher a standard for each course, in order that it may be neither overemphasized nor slighted.

4. Number of hours' credit. This is also an item of standardization, and a measurement which the teacher may employ in case recitation periods are increased or diminished.

5. List of reference books. This is of special value to new teachers. It is merely suggestive, and should be revised often. It engenders the spirit of watchfulness on the part of teachers, lest other good works might escape their notice.

6. Normal amount of work to be covered. This also is a matter of standards. It will serve the inexperienced teacher well, and will tend to unify the work in our schools.

In the absence of such a syllabus, every teacher would undoubtedly formulate one for himself. It would in some cases be crude, perhaps little more than a vague conception, while in others it would assume written form. In either instance it lacks the merits of the syllabus which is based on the careful investigation and experience of a committee of teachers.

I Live Here

STRICKLAND GILLILAN

A GARDEN, a perfect mosaic, deep green 'gainst
the blackness of loam,
S read out near a little log cabin — but immaculate home!
I paused to admire — who could help it! —
the weedless expanse near the door,
Where, pleased with my pleased inspection,
Stood a "mammy" of years that are yore.
"A beautiful garden," I ventured. She cupped
a brown hand to her ear.
"Fine garden!" I shouted. "Oh, sholy! it
ought to be fine — I live here!"

I went on my way with a sermon as great as
I ever had heard,
The highest-paid preacher existent could
never have added a word.
Were every human who cumpers the tiniest
spot of the earth
To see that the place he inhabits — the work
brain or fingers give birth —
Stood perfect as e'er he could make it — dear
God! what a different sphere!
Let's borrow our motto from "mammy":
"It ought to be fine — I live here!"

Physical Examination in Our Schools

LAURETTA E. KRESS, M. D.

EDUCATORS have in the past few years recognized the value of proper physical development along with mental development. A weak, sickly child may become an average pupil in his class; he may develop brain cells, but if there is not corresponding development of muscle and bone cells, the end aimed at will not be realized. The only way to know that each child is progressing physically is to have an examination which will show his average.

Every school should be in touch with a physician who can make such examination at least once during the school year. Failing this, a graduate nurse who is well trained can do it. If, however, these cannot be secured, the teacher must proceed with the examination alone.

Weight and Height.—Each school should be provided with a good scale. These usually have a measuring rod well marked with feet and inches, so that the height can be recorded with the weight. A child who is under the average weight may have some physical reason for his lack of adipose tissue.

Chest.—The chest development should be recorded with height and weight. This is taken by placing an ordinary tapeline around the back under the arms, across the chest, allowing the child to exhale and inhale to see how many inches he expands in breathing.

A flat-chested child, or a narrow-shouldered, stooping one, may expand but an inch or two, while a robust, well-rounded chest will expand three or four inches, which shows greater use of the lungs, consequently greater aëration of blood, thus guaranteeing to the child a free flow of blood to all parts of the body. Such a child will not take cold so easily nor notice a low temperature so quickly, and all measurements and examinations will be nearer the normal.

Bone.—In the physical examination all bones should be felt carefully to see

if there is any deformity. A bent leg bone or arm bone may mean that the child has had rickets in early childhood, or has at some time broken that limb and the setting of it was not properly done. It may mean, too, that some bone disease has produced the disturbance.

Hair.—The hair should be noticed in the examination. If it is dry and harsh, the scalp is not well nourished. If it is greasy and sticky, it may mean a dry, unhealthy skin over the rest of the body, while the scalp secretes a waxy oil which makes the hair oily and causes it to mat easily. Neither of these conditions is good, and should be recorded in the report.

Teeth.—It is very necessary that the teeth be examined. The teeth of most children are badly neglected. They should be examined at regular intervals. The first molars of the permanent teeth are very liable to be lost by decay, because they are often mistaken for milk teeth. They are usually cut about the sixth year. Decaying teeth may cause toothache, neuralgia, pain in ear, swelling of the face, or enlargement of the glands of the neck. The absorption of the poison from cavities in the teeth may cause serious constitutional trouble, such as rheumatoid arthritis, which may permanently cripple a child at an early age. Every tooth should be examined and a proper record made of each decayed one.

Skin.—The skin should be noticed and record made concerning it. If it is harsh and dry, with a scaly appearance under the clothing, it may indicate faulty circulation or digestion, or it may have arisen from a recent attack of some eruptive fever. In either case, the fact should be noted in the report.

Eyes.—Teachers and physicians are finding it very necessary in these days to watch for indications of defective vision. Students may seem dull because they cannot clearly see lessons on the

board or in their books. Examination should be made with a chart (Snellen's test types). Each eye should be examined separately by holding a card over one eye while the other is tested. The chart should be hung twenty feet from the chair in which the child is sitting. The line marked "20" should be read by a normal eye at a distance of twenty feet. If the child reads from the top downward with each eye, a record can be made of the result.

Each year the eyes should be tested at the beginning of the fall term. If the child cannot read the "20" line with either or both eyes, the parents should be notified, in order that they may have his eyes examined by a specialist.

Eye-strain is responsible for much nervousness among children. If the child complains of headache during school hours, or if he holds his book nearer than twelve inches when reading, if his face twitches or he scowls when reading, or if his eyes are constantly red and inflamed, there is need, usually, of glasses.

Ears.—Examination of the hearing is of great importance, and every teacher can make such an examination herself. When making this test, the ordinary speaking voice should be distinctly heard at a distance of twenty feet in a quiet room. The test is made by having the child close his eyes and put his hand over the ear that is not being tested. If the hearing in one or both ears is not

equal to the test, a record should be made of the distance at which the voice can be heard distinctly, and the parents should be notified. If there is a discharge or a foul odor from the ear, or if the child complains of earache, the hearing may be dulled because of some serious difficulty.

Nose.—The chief difficulty found in the nose is inability to breathe properly because of adenoids. They may be suspected when there are frequent attacks of earache, mouth breathing, difficulty in hearing, and frequent colds with considerable discharge from the nose.

Throat.—Enlarged tonsils cause frequent attacks of tonsillitis and earache, and even deafness may result from the pressure they produce. To examine the throat, press the tongue down with a wooden tongue depressor (these can be secured by the gross at very small expense), and the tonsils, if enlarged, will move prominently toward the uvula, showing the crypts and inflamed condition. In acute illness the throat should be examined for tonsillitis, diphtheria, and for rash in scarlet fever and measles.

Proper cards are provided by most States for recording the examination of school children. If these cards cannot be secured from your State, they can be obtained from the Children's Bureau, Department of Labor, Washington, D. C.; and when the help of a physician or a nurse cannot be secured, the teacher should proceed with the examination.

Why Come to College?

PRESIDENT LOWELL recently addressed the freshmen of Harvard with the following significant words:

"You come to college because it is worth coming to, because there is something to be got here; and among the things to be found, those are best worth having which last longest. The enjoyment of a college life, well lived, is good; but the moral, intellectual, and physical capacities obtained, the friendships

formed, the soundness of the head, heart, and body acquired, are far better. As in everything else in life, what you get out of college in any direction is in proportion to what you put into it. The opportunities are limited only by your ability to take advantage of them. Strive, therefore, to make the best of them; and begin at once. It is easier, but neither wise nor profitable, to appreciate an opportunity after it is gone."

Our Academies

O. M. JOHN

OUR academies, standing midway between the elementary school and the college, hold an important position in our educational work. They take students as they emerge from childhood and escort them through early manhood and womanhood.

This is a critical period in the life of a youth, for it is one of transition. At this time there is a physical readjustment in which the body becomes prepared for the burdens of maturity; the intellect begins to expand; there develops in the individual a consciousness of personal responsibility; and most important of all, the heart becomes highly susceptible to spiritual or other powerful influences. It is a time, covering but a few years, when the youth's whole being is plastic, like freshly mixed cement, easily molded, but rapidly hardening into stone.

Hundreds of youth in this stage of their development, have been greatly helped by our secondary schools. Effort has been made to minister to their physical, intellectual, and spiritual needs, with a view to making them men and women possessing the necessary qualifications for lives of Christian service.

We must not, however, rest content with past efforts. We must do a better and more effective work, "that our sons may be as plants grown up in their youth; that our daughters may be as corner-stones, polished after the similitude of a palace."

In order that this work may be accomplished it is necessary that our schools provide that environment which is most conducive to perfect growth, and to the development of strength and beauty of character.

The physical needs of the student should not be overlooked, for without a solid physical foundation it is impossible to build the intellectual and spiritual superstructure which is necessary for

the realization of the greatest success.

Our schools should not only provide comfortable, sanitary living quarters, classrooms, and grounds, but great care should be given to the proper nourishment, exercise, and rest of the students. The cook should regard his work as of equal importance to that of any teacher. The successful chemist must have had a thorough training in the principles of the science of chemistry; how much more should this be true of the one who has charge of the preparation of food for our delicately constructed bodies!

Perfect sanitary conditions should exist in all parts of an institution, and special instruction should be given to students regarding the principles of sanitation and hygiene. It is time that we put into effect the plan of giving all students a physical examination. Each student should also be encouraged to carry out the suggestions regarding diet, exercise, and corrective treatment outlined by the medical examiner. Faithful adherence to this practice will result in much good to every school.

Our curriculum, though by no means perfect, is sufficiently strong and broad to develop the powers of the mind and hand if we but rigidly apply it. An ax or tool is worthless without the aid of the power and skill of human hands. Thus it requires the energy and skill of the teacher, in the classroom, the laboratory, and the workshop, to bring forth from crude, youthful timber the well-shaped, finished product, ready to be fitted into its appropriate place in the social structure. Thorough mental and manual discipline is essential in all our schools, in order that each student may have that intellectual power and practical ability that will assure his success in any future endeavors either in school or in active work.

The social life in our academies should by no means be overlooked. In his teens

the youth is a distinctly *social* being. He craves companionship, and consequently seeks to enlarge his circle of acquaintances. Yet there is a tendency to selectiveness, and before long he has his chums, or perhaps becomes a member of some special clique whose individual interests are mutual.

Suitable social opportunities should be provided our young men and women, permitting these characteristics to have their normal development under wholesome influences, rather than be stifled or left to develop at random and to the injury of the individual.

Wholesome discipline is important, but it should be remembered that true discipline is not alone negative, but is positive in its requirements.

It is needless to say that, after all, the great objective of our instruction is that which has to do with the spiritual element, in bringing our youth into intimate acquaintance with their Creator. The Christian life should be made to appear in its most attractive form, shorn of all the human encumbrances of formality and creed. Personal effort should be put forth in behalf of students to bring the realities of righteousness into their daily life, and into every thought and act. Let the manliness and nobility of the Christ-life be emphasized, and it at once attracts the mind of youth, for such elements appeal to him at this age.

Lastly, our schools should serve a larger number of students. During the school year 1917-18 more than 1,700 students were enrolled in our twelve- and ten-grade academies, and over 2,200 in the academic department of our advanced institutions. These figures are for North America only. The proportion should be reversed, and without affecting the enrolment of the colleges. Our academies should be increasing in number, capacity, and enrolment, and the academic enrolment of our colleges should be decreasing. This would result in great advantage to both the college and the academy, by relieving the difficulty of college discipline for both secondary and advanced students, by placing the former under discipline suitable to their needs, and by increasing the number of academic graduates who, entering college, would fill up the gap made by the loss of the academic students, thereby allowing each type of school to accomplish its special mission.

Let the boards and faculties of secondary schools make special effort to strengthen their institutions by thoroughness of instruction, by wholesome discipline, by bringing into activity every available influence that will uplift young men and women, and by making a special campaign this year for a greatly increased enrolment, thus bringing them to their highest efficiency.

Home Training the Basis of Education

C. C. LEWIS

EDUCATION is the preparation of the child for the duties of the present life and the wider duties of the life to come. The term "education" is commonly used with reference to that part of education received in school. The basis of education is the foundation upon which the structure rests. The foundation is the most stable, the most important part of the building. It is dangerous to

build upon an unsafe foundation. No wise man builds upon the sand.

Home training is the direction the child receives by his parents in the home before he goes to school. This home influence, indeed, continues after the child enters school, and hence becomes incorporated into the foundation of his education. That this home training is the basis of education is seen from the fact

that the foundation for the powers of observation and concentration are laid by the parents in the child's infancy. The powers of sense perception — sight, hearing, smell, touch, taste, and weight — are well developed before the child enters school, and the mind is stored to a greater or less extent with the ideas gained through the use of these powers. This store of material ideas and these partially developed powers of perception are what the child brings to school and what the teacher has to build upon for the acquirement of further material knowledge. Colonel Parker was wont to say that the child on entering school possesses the elements of the college curriculum, and that his accomplishments during the pre-school period are greater than they ever will be in any succeeding period of the same length.

The child also brings with him from the home a collection of physical habits, such as cleanliness, regularity in eating, caring for his personal wants, etc. And, more important still, the home contributes habits of industry, punctuality, and regularity, with the more spiritual habits of honesty, purity, and reverence. Thus the home, "which has the child exclusively during these earliest years, begins his educational career and prepares the way for later progress." It is said to be rare to find a Hawaiian who cannot sing, because the parents always sing at their work. In America one third of the people never attempt to hum a tune. The conditions of modern life make it practically impossible for the home to continue and complete the formal education of the child, but it has the solemn responsibility of laying the foundation either for weal or for woe.

Home training is, indeed, the basis of education, but that basis may be good or bad, with its consequent effect upon the structure erected upon it. Hence the importance of building better Christian homes. To accomplish this end we must as parents learn to be the companions, the instructors, and the trainers of our children. The mother of Winifred

Stoner (the girl whose wonderful early accomplishments through the natural home training of her mother have set the educational world astir) was in the habit of accompanying on the piano her little daughter's violin exercises. She says that Winifred always felt that she and mother were working together, and remarks that "co-operating with a child in practice helps him in keeping time and makes the practice a pleasure instead of a task." We must sympathize with the children, join with them in work and play, in joy and sorrow. We must keep in touch with the things that interest them. We must study to keep ahead of our children so as to be able to answer their questions and in all things to be their instructors. We must train them in right habits of thought, action, and observation. "In the future life the children will be what their parents have made them."

"Parents are to guard their children with wise, pleasant instruction. As the very best friends of these inexperienced ones, they should help them in the work of overcoming, for it means everything to them to be victorious. . . . With loving interest they should teach them day by day what it means to be children of God and to yield the will in obedience to him. Teach them that obedience to God involves obedience to their parents. This must be a daily, hourly work. Parents, watch, watch and pray, and make your children your companions."—*Testimonies for the Church*," Vol. VI, pp. 93, 94.

Then let us as parents strive to lay a good foundation of home training in Christian principles worked out into correct habits of living. So shall be realized the true ideal of a Christian home in its relation to Christian education.

"Happy the home when God is there,
And love fills every breast,
When one their thought and one their prayer,
And one their heavenly rest.

"Lord, let us in our homes agree
That blessed home to gain;
Unite our hearts in love to thee,
And love to all will reign."

Vocational Education

LYNN H. WOOD

FOR a long time men have felt that education means merely a development of one's mind. They have looked upon this mental process as a thing to be attained to rather than the complete and normal development of the entire being. They have forgotten the training that Jesus received while he was at the carpenter's bench,—a training that as much as any other one thing fitted him to recognize the needs of those for whom he was to work during his ministry.

For years the world has put into its education a sort of "Come unto me" spirit, when it should have been putting in a "Go and serve."

The other day when I was down town, a manufacturer said to me, "Why can we not get men to do our work today? We are having the hardest problems to solve in the labor situation that we have ever met. People look upon labor as undignified, as something to be got over as quickly as possible. If you have any remedy for it, I should like to know it."

Another man said: "What are you teaching your students in the way of art? Are you giving them the old-fashioned course in which they learned a little about painting landscape, and dabbled in washes enough to get their credit, or are you giving them some of the practical information that will help them to gain their livelihood? No man has a greater field in the world today than the man who can do commercial art in an acceptable way. He can demand forty to sixty dollars a week without half trying."

There was something in the way these men spoke that made me wonder whether or not we have really caught the true vision of our vocational education. In active life, men and women are *doing* things in the world. Mental development results from association in business life, the making of things with the hands,

the conducting of business, and all the other kindred lines of work that men and women do after they leave college. Why should not the college be the place where young people receive help in becoming efficient in the very lines that they are to pursue later in life? It seems as if in this vocational education we ought to adopt some of the methods used by the Government in preparing men for the war. If they found a man qualified for a certain line of work, and interested in that line, they developed him along this line to the highest degree possible. Why cannot educational institutions do the same?

By the time a boy has reached college, he usually has his mind made up to a fair degree as to what he wishes to do. Would it not be the very best thing for our schools to assist him in perfecting himself in his chosen line of work?

There are very few people who are not interested in some line of vocational work. It is usually something they engage in after they have finished their so-called education. If our schools can give these people practical help they will be performing that service which they were called to do years ago.

There is no reason why vocational education should be placed on a lower standard than any other line of study; the standards in this line of work can be made just as high as in others, in fact, they should be higher. If we will get past the stage of looking at education as a preparation for life, and believe, as the wise man did, that education is life, we will have gone a great way toward giving vocational education the right place in our curricula.

May the day soon come when we shall see this accomplished, and our young people stepping out into life well prepared to take the responsibilities that are offered them.

Division of Library Funds

L. W. COBB

[Suggested plan now in use at the Western Canadian Junior College]

IN order to systematize the purchase of books for our library, the following classes, or departments, with their percentage allowances, were formed:

Art	2%
Bible	14
Commerce	1
Cultural	14
General reference	16
History	14
Juvenile	8
Literature	12
Missions	4
Music	1
Normal	4
Science	10

All the books purchased by the library are paid for by, and made to fall into, one of these departments, or classes.

The library money which is to be spent for books is divided on a percentage basis, each department being allotted the same percentage of the total as in the table above. The cultural class is made to purchase all biography by rule. This explains the smaller percentages allowed some departments, as art, missions, music, and science. The purchases of the juvenile department make somewhat

smaller the appropriations needed for science, art, and literature. Each department bears, out of its annual allowance, the expense for the repair or re-binding of the books in that department.

The basis of this plan of classification is the relative money valuation of the various departments, not the number of volumes in each.

In instituting the plan, a uniform value of so much per volume was placed upon all the books already in the library, and the books were then divided among the classes which had been formed. The next appropriation was then allotted so as to bring all departments into adjustment, and make them conform exactly to the scale of percentages adopted. Since then, of course, all funds have been expended according to the proportion laid down in the plan.

The money needed for magazines, newspapers, and general library expense is subtracted from each annual appropriation before the appropriation is divided among the departments for the purchase of books.

How Can You Tell a Good Scout?

In School

He keeps to the right on walks, in halls, going up and down stairs.

He goes up and down stairs one step at a time.

He looks where he runs.

He doesn't jostle in a crowd.

He doesn't bully the little fellows.

He sees that the little chaps have a fair chance on the playground and that they don't get hurt.

Out of School

He does not walk on railroad bridges or tracks.

He does not walk around lowered gates or crawl under them.

He does not jump off moving trains, cars, or engines.

He does not crawl over, under, or between cars.

He does not loiter around railroad stations or cars, or play on turntables.

He does not cross tracks without remembering to stop, look, and listen.

He looks where he goes and keeps to the right.

He crosses at regular crossings, not in the middle of the block.

He looks out for automobiles.

He looks and listens for danger signals and heeds them.

He plays safe, as much for the other fellow's sake as for his own.—*Bailey.*

THE NORMAL

Parent-Teacher Associations

SARAH E. PECK

THE proper education and training of children is unquestionably the most responsible as well as the most difficult work ever committed to human beings. Whoever has to do with this task meets problems too gigantic, too varied, and too perplexing for human power or wisdom. Experience has abundantly demonstrated that no two children can be trained in the same way. Even two children of the same parents may be, and often are, direct opposites, so that the successful training of one does not necessarily insure the same degree of success with the other.

The training of any single child taxes the ingenuity of the most resourceful, and causes the ability of the most capable to tremble in the balance. A child is constantly changing, so that the child of today is not the child of yesterday, and the child of this year is often very different from the same child of one year ago. It is this fact that causes the parent of the widest experience to have the most humble opinion of his own ability. And perhaps for this reason it is often well for these humble parents to be buoyed up by the assurance, the confidence, and the hope of those whose knowledge is based more largely on "beautiful theories," which after all are themselves rooted in fact.

Each period of life, from infancy to the maturity of manhood or womanhood, has its own peculiar problems, and every period seems to be the critical period. Many a wise writer or lecturer has spent his eloquence on the importance of early training. How quickly little habits are formed, especially objectionable habits, in the impressionable life of the child. How wise and watchful must be the parent who succeeds in establishing right physical habits. And habits of thought

and feeling elicit even deeper concern. Tenderness and love must be mingled with decision and firmness in just the right proportions and at just the right time, and all must be administered with the wisdom of a Solomon. Every true parent knows that just, fair, generous legislative ability, wise, kind, charitable judicial ability, and firm, even, merciful executive ability, as well as eternal vigilance, are the price of even a reasonable degree of success.

When the child is old enough to be sent to school, his associations with other children bring new complexities that call for increased skill on the part of parent or teacher. It has been said that the work to be done by the teacher for the child at this age is more important than at any subsequent time, and from the viewpoint of school foundations, certainly this is true.

But when the child reaches the age of individual accountability, another crisis is reached; for what can mean more to the child's character than that he not only recognize the difference between right and wrong, but that he have within him moral courage to do the right. The parent or the teacher has now the exceptionally nice work, not so much of directing the child, as of helping him to direct himself, and in this to choose willingly that which is right.

With what anxiety we approach the next crisis, when the youth awakes to the fact that he is his own master — that he is now free to do as he pleases. This is the time when parents and teachers reap the fruit of all their years of toil and sacrifice. Will the fruit be good or evil? How many a well-meaning but perhaps ignorant parent or teacher is now brought to face the mistakes or shortcomings of the past! How often

disappointment and apparent failure mark this period of education!

Add to all these perplexities, these anxieties, these difficulties, the fact that we are now living in a time of special peril to our children and youth, is it not evident, as we have been told, that all that parents and teachers can unitedly do is needed to keep our youth from going to ruin?

This is our problem stated briefly and in no exaggerated terms. The question for us to face and face squarely, is, How are we to solve it?

This question is open doubtless to more than one answer, but there exists perhaps no more effective way of bringing teachers and parents generally into more sympathetic understanding or more successful and effective co-operation, than through the organization and faithful conduct of a live parent-teacher association, and this in spite of the fact that some parents, and often those who most need help and encouragement, are the ones least likely to attend the meetings. If these meetings are what they should be, occasions when as older members of the church we meet together for the purpose of praying for our children and studying the instruction the Lord has so abundantly given regarding their education and training for his work, so that we may be fitted to train them in harmony with his plan of development, with what confidence can we look to heaven for wisdom, power, and success!

The name of the association has been questioned by some who feel that an effort of this kind should include not merely parents and teachers but all the adult members of the church. Surely if the name "parent-teacher association" is to be interpreted in a way to exclude any adult member of the church, it is misleading. But is this true? Let us study together a few paragraphs from "Testimonies for the Church," Volume VI, pages 196, 197, and learn if possible who are the true fathers and mothers of these boys and girls who are growing up in our midst.

Have our children and youth received as much attention as they should? *Answer.*—"Altogether too little attention has been given our children and youth."

Are the legal parents and the teachers alone responsible for this lack? *Ans.*—"The older members of the church have not looked upon them with tenderness and sympathy, desiring that they might be advanced in the divine life."

What has been the result of this neglect? *Ans.*—"The children have therefore failed to develop in the Christian life as they should have done."

What is the cause of this neglect? *Ans.*—"Some church members who have loved and feared God in the past are allowing their business to be all-absorbing, and are hiding their light under a bushel. They have forgotten to serve God, and are making their business the grave of their religion."

"Shall the youth be left to drift hither and thither, to become discouraged, and to fall into temptations that are everywhere lurking to catch their unwary feet?" *Ans.*—"The work that lies nearest to our church members [not parents and teachers only] is to become interested in our youth [let us repeat and emphasize the word "*interested*"], with kindness, patience, and tenderness giving them line upon line, precept upon precept."

What reproving question is then put to these "older members of the church"? *Ans.*—"O, where are the fathers and mothers in Israel?"

How many "fathers and mothers in Israel" should there be in the church, and what should be the nature of their "interest" in the young? *Ans.*—"There ought to be a large number [*ought* suggests a debt we owe] who, as stewards of the grace of Christ, would feel not merely a casual interest but a special interest in the young."

How ought they to feel and what ought they to realize? *Ans.*—"There ought to be many whose hearts are touched by the pitiable situation in which our youth are placed, who realize

that Satan is working by every conceivable device to draw them into his net."

What does God require of the church in this time of peril? *Ans.*—"God requires the church to arouse from its lethargy, and see what manner of service is demanded in this time of peril."

How may these "older members of the church" discern the necessities of this time? *Ans.*—"The eyes of our brethren and sisters should be anointed with heavenly eyesalve, that they may discern the necessities of this time."

What is the Lord of heaven doing while those who should be true "fathers and mothers in Israel" are disinterestedly sleeping? *Ans.*—"The lambs of the flock must be fed, and the Lord of heaven is looking on to see who is doing the work that he desires to have done for the children and youth."

Shall the Lord of heaven look in vain for "fathers and mothers in Israel" among "the older members of the church"? The call of the Parent-Teacher Association is to every father and mother in Israel to become interested in our youth, not merely a casual interest, but a *special interest* in those for whom Satan is laying such deceptive snares in this time of peril.

What a power there would be for de-

feating the enemy and for saving our children, should every church, especially where an elementary school is established, organize for definite, systematic, persevering work in behalf of its children! Parents, church members, teachers, what if this coming school year should be our very last in which to gather these lambs into the fold of Christ! Surely the present is no time to allow ourselves to be under the dangerous, perhaps fatal, lethargy of Satan. "God requires the church to arouse from its lethargy." Shall we not respond?

The School Manual issued last November for the use of school patrons and church members, gives help and instruction regarding the organization and conduct of parent-teacher associations. (See pages 115-124.) Here may be found suggestive topics to be studied at the meetings of the association, as well as complete instruction regarding organization. It is to be hoped that every truly live church will enter upon this work earnestly, intelligently, and without delay. And if we do our part, we have a right to claim the Lord's promise, "I will contend with him that contendeth with thee, and I will save thy children." Isa. 49:25.

The Teacher

STRIPPED of all verbiage and abstruse terminology, good teaching personality is the outward expression of genuine, refined, sympathetic, and virile manhood or womanhood. Genuine, because boys and girls readily detect the fraud and the cheat; refined, cultivated, courteous in voice and speech, modest in manner and dress; sympathetic with the problems and difficulties of parents and children; a man or a woman whose example inspires others to right conduct, whose virility and energy arouses to productive effort and secures a ready response.

To sum up, our teacher of good personality must be a man in the widest sense of the word. More and more the teaching profession is insisting upon a high morale, a superior standard of manhood and womanhood among its rank and file. The professional training of teachers has done much to foster and promote this *esprit de corps*. The public, too, demand a higher type of service than formerly. Many habits and petty vices, which in other vocations do not impair the usefulness of a man, render him undesirable for teaching. The teacher therefore must be a man whose

character commands confidence, and whose habits are irreproachable. To these we add other and positive qualities, such as a thorough knowledge of school work, both management and instruction, close application to his duties, self-control, honesty, courtesy, a willing-

ness to do more than is absolutely required of him, mixing easily with pupils and people generally.

What has been said of man applies with equal force, *mutatis mutandis*, to women.—W. H. Young, in *Education*, February, 1919.

Motives

FLORA H. WILLIAMS

THE object of all education is character building. The chief aim of the teacher should be the formation of right character. This being true, much consideration must be given to both the subject matter and the method used in imparting it, for both directly influence character. Seventh-day Adventist educators have given much thought to the former, and books for our use have been prepared with great care. There has been an earnest endeavor to bring into the course of study a wealth of valuable material, and to weed out everything which is not proper food for the mind. What method he will use in teaching these truths lies with the individual teacher.

While a knowledge of the "method of the recitation" is very important, even that sinks into insignificance compared with the teacher's method where motive is concerned. It is the duty of the teacher first to look down deep into his own heart to see what motives actuate him in his own work, and secondly what motive he is inspiring in his flock,—his "beautiful flock."

There is no conscious act without a motive behind the act inducing it. The kind of motive determines the noble man or the debased villain. To make this matter personal, let each of us ask himself the question, "Why am I a teacher?"

A wise man has said, "the highest qualification of a teacher is a dominating love for children, manifested in a strong desire to help them." Is our first thought, our whole thought, How can I

so conduct the work with each child as to produce enduring character? All through the world we see ambition carrying people to almost any length to place themselves above others. Even in that sanctuary, the home, there are sometimes strivings as to who shall be greatest. In the neighborhood, in the club, and in the state there is mad strife as to who shall be above the rest. In the world's domain, nation vies with nation even to shedding the blood of millions, to determine which shall be mistress of the world. Sad to say, this untamed ambition intrudes itself within the sacred portals of the church.

What underlies all these troubles? You answer at once, Selfishness; in other words, The breaking of that first commandment, "Thou shalt have no other gods before me." How much happiness is wrecked because in the home and in the neighborhood selfishness holds sway! How sadly true it is that because of unholy ambition in the church many souls are being lost—souls that might have become bright and shining lights! Happy the church whose shepherds are not "dumb dogs," whose watchmen are not "blind." And happy would be the voter and blest the nation if the ballot could be cast for officials whose sole object in permitting themselves to be elected to office is to give themselves to serve the people, to make them better and wiser and happier.

But why is all this selfishness in the world? You say man is born in sin—is selfish by nature. But we are told that

"not one thread of selfishness can be woven" into the fabric of that character which finds its place in the kingdom of God. Then somewhere between "being born in sin" and entrance into the kingdom of God, selfishness must be eliminated. How, and when, and where?

A beautiful child is born into the home. He is the idol of the proud father, the darling of the loving mother, the pet of the fond grandparents, uncles and aunts, and cousins. It is very hard for father and mother to deny the baby anything he wants; but if sometimes their better judgment prevails to withhold some indulgence, a grandmother or an aunt may say, "Oh, let the darling have it; he can be a child but once." And the darling has it. The chances are that ere school age is reached the child will have acquired a large amount of "homemade" selfishness in addition to that born with him.

He enters school. At the sound of the five-minute bell the children almost tumble over one another in a wild scramble, each desiring to be the first at the drinking fountain, and then to be first to get the use of the pencil sharpener or somebody's knife. Each wants the best seat, the most comfortable place in recitation, the first chance to get to the stove or register, if the weather is cold, and the most attention from the teacher.

Our young hero is bright and active. He has been "first" all his life thus far, and he is first now. He learns easily and receives much praise, both at home and at school. He loves it; he feeds on it; and when he has a teacher who does not bestow it freely, he has a grievance at once.

He is a good reader; he knows it, and likes to make "an impression" by his reading, that he may be thought the best reader in the class. He works hard to get his problems in order to have the highest grade in the arithmetic class. He studies his words that he may be at the head in his spelling class; the teacher has offered a prize to the one who "leaves off head" the most times — this in addi-

tion to the praise and per cents. Each time he finds himself at the head, he rushes home to his mother, crying, "I am at the head. I am above all the others. They are all below me." And the proud mother says, "You darling child, you have done nobly!" He does not learn to study for the love of knowledge.

Our boy is rewarded, not for his own untiring effort, but for the brilliance of his grandfather or great-grandfather, perhaps. Dimly he knows that there is injustice in all this, nevertheless he carries off the honors which have come to him with so little effort. One can scarcely imagine a system of machinery that would turn out a more thoroughly concentrated piece of selfishness. That able educator, Colonel Parker, says of the boy who receives such training as this:

"No prayer meeting, no religion on earth, can eradicate this monstrous tendency to selfishness which parents and teachers are ignorantly and prayerfully fostering."

"But thanks be to God, which giveth us the victory through our Lord Jesus Christ," it can be done through the work of the Spirit, even upon such hearts.

Our children must be inspired at home and at school to be perfect because Jesus, our pattern, was perfect; and because he has said, "Be ye therefore perfect, even as your Father which is in heaven is perfect."

Let every teacher ask himself, Do my methods of teaching tend to uproot or to foster the monster selfishness? Do I, in my teaching, cultivate altruism, or self-exaltation? We should give laudable incentives by which to gain proper study and good order. We have seen that the desire for approbation may be a very low motive; but if we desire the approbation of God, or of our fellow men, that it may make us a greater power for good in the lives of others, then it is certainly a worthy motive.

A desire for knowledge is a powerful incentive to study. Here is where the teacher must use the principle of interest. It will require much thought on his part to keep his pupils interested in

the facts and principles to be taught. The teacher must himself see beauty in the truths he teaches before he can rightfully expect his pupils to enjoy and appreciate them.

The hope of future good is another laudable motive. There is in every child the longing to be useful. That should be cultivated sedulously.

A sense of honor should be cultivated, also a sense of duty. Every child should be taught to realize that he owes it to his parents, who provide for him his opportunities, to be faithful in his work; also that he owes it to God and to his fellow men to make the most of himself.

We will reiterate a few suggestions:

1. Let us not discourage dull pupils by constant favors shown to those who are naturally bright in books.

2. Let us not cause the forward, self-confident child to become puffed up with self-conceit by overmuch praise, reward, or the flaunting of per cents.

3. Let us not, by withholding praise for laborious effort, cause the dull or timid child to become more timid and fearful, and lose the self-confidence so necessary to his success.

4. Let us not reward the virtues or brilliance of an ancestor.

5. Let us not overwork the ambitious child by the use of external incentives, thus injuring his health.

6. Let us remember that it is not usually he who wins the highest honors in school that wins in life's race.

7. When consistent with circumstances, let us give the children innocent pleasures which all may enjoy.

8. And above all else, let us seek to inculcate the principles of those two commandments, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and *thy neighbor as thyself.*"

Fundamental Aims

SOME of the fundamental aims for teachers in the elementary schools are as follows:

1. To present in an orderly manner some definite ideas from the whole field of knowledge; to acquaint the child with the world in which he lives and the civilization into which he is born; of his relation to these, including his duties and his privileges. In this way to provide for the right exercise of all his useful powers, mental, moral, esthetic, manual, and constructive, through good instruction and wise discipline.

2. To guard and promote the child's normal physical development.

3. To enable him to see that the prizes of life, wealth, leisure, usefulness, service, and honor must be earned.

4. To teach him that the world owes no one a living unless he earn it honestly and fairly.

We must remember that the old, narrow course of study has passed away as

the dew from the morning grass; its formal content and mechanical routine are doomed. These days call for closest connection with life that is outside the school. All subjects that we teach and all methods that we use must pass the following examination safely, or be cast aside: Are these things used outside of school, and in the manner we are teaching them?

Parents may help teachers to bring the subject matter and methods of the schools up to a par with the business and social practice of the best in the community.

Plan for the serious purposes of life: (1) Self-support; (2) intelligent and active participation in human affairs—to work with one's associates in harmony and fairness.

Let the affairs of the school make the children better able to meet the social and business life of the home and of the town. Endeavor to make the school a

live, interesting, wide-awake place, rather than the kind of place described by Washington Irving in his story of Sleepy Hollow: "The low murmur of the pupils' voices conning over their lessons might be heard on a drowsy summer's day."

Remember that learning consists in power to do, as well as to quote from books. Our school courses have consisted, and rightly, of arithmetic, reading, writing, spelling, geography, and history, but we have made too little application of them, and the children have soon forgotten them. You who are teachers, *why do you teach history? What good has the last week's work in geography done the boys and girls in your school?* Why not consider quantitative arithmetic? Why not apply geography to the locality? Why not show from past and present events in your town how history is made and what it means?

Instead of formal compositions about long ago and things far away, why not write of what happens on the way to school, a description of the village post office, an account of the events of the

past week? Or an argument for more State road or cleaner streets?

The aim of education, in brief, is the perfect man and the perfect woman. The school has a relatively small but important part in the accomplishment of this aim. The home has by far the larger task, but the school may connect school work with the daily activities of the child; correlate with the world beyond the schoolroom more closely. Away with the things and methods peculiar to the school and found nowhere else! Have an aim and know why you teach each subject; not reasons you have read in books or papers, but reasons of your own which the child and you understand, and that have some visible and practical value. The child is more than a course of study. To reach each child, to know what he thinks and how he thinks, to enable him to acquire facts and skill of thought and action, coupled with right ideals, is the task before us. It is not an elusive task, but a real task. It is not an impossible task, but it demands our best effort.—*Lewis S. Mills, in Normal Instructor and Primary Plans.*



CHINA MISSIONS TRAINING SCHOOL, FACULTY AND STUDENTS, 1918-'19

Educational Items

SECRETARY RUSSELL reports that Emmanuel Missionary College summer school had a very successful session. Seventy students were enrolled, nearly all of whom were teachers or prospective teachers. A lecture course of eight numbers was provided for these teachers, the expense being borne by the Lake Union Conference. Never in the history of the educational work of this union has there been so urgent a demand for teachers as there is today.

MISS SARAH E. PECK, who last winter connected with the General Conference Department of Education, visited the summer schools conducted by our five colleges, also by the junior colleges at South Lancaster, Ooltewah, and Huntsville. Her reports concerning the work in these schools are very encouraging.

A Bible and History Teachers' Convention was held in Takoma Park, July 1 to August 11. At this convention there were gathered the Bible and history teachers from nearly all our colleges, junior colleges, and seminaries. The first three weeks were devoted to a Bible Conference, which was also attended by members of the General Conference Committee. Both conference and convention have proved to be of great profit, and it is hoped that other conferences will follow, at which large numbers of other workers may receive great spiritual and professional benefits.

PROFESSOR E. G. SALISBURY sends the following report regarding the Washington Missionary College summer school:

"Our enrolment for the summer was forty-one, an increase of more than fifty per cent over last year. The work here is in its infancy. We are, however, greatly encouraged by the good start made, and look for a constant growth.

"An eight weeks' session was held from June 10 to August 5. The courses

were so arranged as to accommodate (1) teachers who must review for certificate examination; (2) those who desired to shape up their work for our Normal diploma; (3) those who desired to do make-up work in any department of the college. We probably shall follow this combination plan.

"Credits were allowed on the regular semester-hour basis, and students doing full work were allowed eight hours' credit."

PRESIDENT GRIGGS, of Emmanuel Missionary College, writes:

"The outlook for Emmanuel Missionary College to reach its goal of four hundred enrolment this coming year, seems at this time excellent. In planning for this enrolment, the students organized into an association, appointing a general chairman, a general secretary, and a secretary for each local conference. They assigned to each conference an enrolment quota. It is expected to be the duty of each conference to secure its full quota, which will insure the enrolment of four hundred. A number of conferences have already (July 15) secured signed applications sufficient, or nearly so, to meet their quota, and two or three have exceeded the number.

"An interesting feature of the prospective enrolment for the new year is the large number of young men and their wives who are coming to the school for a short course of training.

"The new men's dormitory, capable of accommodating one hundred twenty-five, is building rapidly. Two coats of paint are on the outside, and the building is lathed, ready for the plasterers. The music hall is rapidly nearing completion, being painted and plastered. The men's old dormitory, North Hall, is to be used for married couples this next year. The rooms are thrown into suites of two rooms each. It was planned to use this as a domestic science building, but on

careful consideration it was considered wiser to use it as stated above, and to erect a building about one hundred twenty-five feet south of the print shop for

domestic science. An addition to the Normal building is also planned for this summer, and a central power plant is in process of construction."

BOOK REVIEWS

"**Source Book for Bible Students,**" published by the Review and Herald Publishing Association, Washington, D. C. 635 pages. Prices: cloth, \$1.50; flexible, red leather, \$2.25.

Teachers, ministers, Bible workers, and students will welcome this volume. It is an exhaustive compilation of valuable matter from authentic sources bearing on the authenticity of the Scriptures, the historical facts relating to prophecy, the various Christian doctrines, the history of the church, etc. The topics are arranged in alphabetical order, thus facilitating reference.

"**Bible Handbook,**" by S. N. Haskell, published by the Bible Training School, South Lancaster, Mass. Pocket size, 192 pages.

This little book contains studies on over 220 important Bible topics, with suggestive Bible references, opposite each of which is given the essential thought expressed. Short quotations from the spirit of prophecy are also to be found. Such a work will prove very helpful in the practical study of Bible truths.

"**The History of the American People,**" by Charles A. Beard and William C. Bagley, 1919, published by the Macmillan Company, 686 pages, for the eighth grade.

This book, just off the press, presents the essentials of American history in an interesting and practical way. It emphasizes the ideals, institutions, and problems of our country, rather than dates, facts, and names, though none of the essential points are omitted. The subject matter is divided into natural periods and topics, each of which is followed by an outline for review. At the end of each chapter there is a list of questions, also problems for further study. The events of the recent war are recorded up to the time President Wilson sailed for Europe. The book is well illustrated, and is written in attractive style.

"**Trade Foundations, Based on Producing Industries,**" a prevocational textbook by prevocational and vocational directors, instructors, and tradesmen, published by the Guy M. Jones Company, Indianapolis. 522 pages, price, \$1.25.

The book is designed to assist students, in their early academic training, to become acquainted with the various important trades and

industries with a view to assisting them in the choice of that vocation best adapted to their ability.

The first section of the book gives a survey of a large number of important industries, stating the advantages of each, with suggestions relating to their respective requirements, possibilities, and benefits. Section two deals with the various classes of materials used in the industries, giving valuable information regarding their natural and commercial forms, also their properties and adaptability for use. Section three is devoted to a description of the tools used in the industries. Section four describes the various operations employed in turning out products of value. Section five presents the principles of drawing as applied in the various industries, including an explanation of the technical language employed. Section six consists of a series of projects in *shopwork* representing the fundamentals of all the important trades. It is designed that each student shall select one or more of the projects for trial, thereby determining which one is best suited to his ability, and enabling him to choose that trade or industry for which he is best fitted.

This book will be found valuable in vocational training, and while it may not be possible to use it as a textbook, it will prove to be a valuable asset to every school library.

The Winston Simplified Dictionary, edited by William Dodge Lewis, A. M., Ped. D., principal of the William Penn High School, Philadelphia, and Edgar A. Singer, Ph. D., Professor of Philosophy, University of Pennsylvania. Six full-page color plates and 800 illustrations in the text, 12mo, 820 pages. Price, cloth, 96 cents, postpaid. The John C. Winston Company, 509 S. Wabash Ave., Chicago, and 1006 Arch St., Philadelphia.

This excellent work will be welcomed by teachers, students, and parents. It is strictly up-to-date, containing all the words in common use, including the modern vocabularies of science, history, civics, and current events. The definitions are clear and complete. It is well illustrated with cuts and colored plates. Each word defined is printed in bold type, and is followed by its exact pronunciation. We are pleased to recommend its use in our schools.



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