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CONTENTS

EDITORIALS

Things to Be Done This Year	25
Character Study and Development	27
Urgent Calls	29

GENERAL ARTICLES

Selection of Textbooks for General History	30
Child Welfare the Key to National Health	32
Printing as Conducted at Pacific Union College	33
How I Teach Science	35
An Appreciation of the <i>Literary Digest</i>	36
Teaching General Science	37
Back to the Bible	38

THE NORMAL

Outline for Oral Bible Studies	39
--------------------------------------	----

HOME EDUCATION

Spiritual Development in the Home	41
Relation of Parents to Church School Teachers	44

EDUCATIONAL ITEMS	46
-------------------------	----

BOOK REVIEWS	47
--------------------	----

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VOL. XI

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No. 2

EDITORIALS

Things to Be Done This Year

Giving the Bible Its Place

IN a new and more earnest way we need to study the place that belongs to the Bible in our schools. As truly as Abraham Lincoln ever was, or is said to have been, a "man of one book," so should every Seventh-day Adventist believer and every teacher be a man or woman of one Book. So should every Seventh-day Adventist school be essentially a school of one Book.

The only creed we have is the Bible. We make it the touchstone of all truth. Whatever any man or any book teaches, we bring the teaching to the one test,— "to the law and to the testimony: if they speak not according to this word, it is because there is no light in them." If we find no truth there, we have nothing further to do with the teaching, unless it be to expose its error and guard others against being deceived.

Since this is our practice as believers and as workers, there is no question as to its practice in our schools.

It is not out of place to remind ourselves that the basic reason for our separating from the schools of the world and conducting our own, is that we may give the Bible its place in the education of our children and youth. Giving it this place cannot be a theory with us, but should be made a matter of renewed interest and study. We have made excellent progress in this direction, but there is undoubtedly room for more progress still.

A Key Passage

The real key to how to give the Bible its proper place is well expressed by Mrs. E. G. White in these words:

"God's word must be made the groundwork and subject matter of education."

This key passage, found on page 16 of "Councils to Teachers," is followed by this statement:

"It is true that we know much more of this word than we knew in the past, but there is still much to be learned."

The key passage is preceded by this sentence:

"We shall make grave mistakes unless we give special attention to the searching of the word."

The thought that calls out this setting forth of the place of the Bible in our schools is expressed in the following significant words just preceding:

"There are some who, having secured this worldly education, think that they can introduce it into our schools. There is constant danger that those who labor in our schools and sanitariums will entertain the idea that they must get in line with the world, study the things the world studies, and become familiar with the things the world becomes familiar with."

These words declare much better than we can the necessity for renewed study of how to give the Bible the place it deserves in our actual teaching work.

Progress Being Made

Obviously, there are two important viewpoints from which to study the

place of the Bible as suggested in our key passage. The first makes the Bible the subject matter of teaching. The second makes the Bible the groundwork of teaching. Like the two laws on which hang the ten commandments expressing the whole duty of man, our key passage expresses the two principles on which should hang all the subjects of our curriculum, embracing the whole duty of the teacher.

It has been the high privilege of fourteen of our college Bible teachers recently to give some weeks of study together in our summer council at Washington on how to teach the Bible better as subject matter. We reviewed every Bible subject, from the bottom up, in both the academic and the college curriculum. We studied each subject from the viewpoint of its aim, its scope, its content, the best textbook and reference books, and the proper amount of time and credit to be given. Much new light came in on how to teach such subjects as the Old Testament, the Life of Christ, Bible Doctrines, Daniel and the Revelation, the Epistles, and others. Careful study was given to defining anew the definite aim in pursuing each of these studies in its relation to the great basic aim of them all,—to know and exalt Christ and his kingdom. Much thought was given also to where to place the emphasis so that features of subordinate importance might not obscure the vital themes of salvation, and also how to experience and proclaim salvation.

Attention was further given to the highly spiritual and helpful writings of the spirit of prophecy as aids to understanding the Bible, and as giving adequate and beautiful expression to its deep and far-reaching truths. The light revealed through this means should be greatly valued and earnestly sought, as a strong aid to the teacher to make more effective the teaching of the Bible as the subject matter of education, both in its personal effects upon the student as he studies, and in equipping him better to teach it to others.

The results of the work of these college teachers have been formulated into a complete syllabus for each Bible subject. At this writing, these syllabi are already in the hands of the printer, and will probably be in the hands of the teachers by the time school opens. This excellent constructive work, together with the precious seasons of prayer, spiritual communion, and Christian fellowship enjoyed by these teachers, affords sure ground for better Bible teaching in our colleges than ever before. We praise God for this prospect, and take courage.

The Bible as Groundwork

In our renewed study of how to make the Bible the groundwork of study in our schools, only a beginning has been made, but a very important and fruitful beginning it is. Together with our Bible teachers at the Washington Council, were associated fourteen of our college history teachers. We sat together in every devotional service, prayer season, and general session throughout the meeting, and often also in section and committee meetings. Early in the council we adopted for our guidance this general thesis:

The Bible should be made the groundwork of history teaching and study, and the history teacher should be as diligent a student of the Bible as is the Bible teacher.

With these two guiding principles, we reviewed the aim, scope, content, bibliography, and credit for every history subject in the academic and college curricula. Much light and blessing came in as we sought to define anew why we give so much earnest study to history, and what results we ought to achieve. In studying the aim, we accepted this thesis:

"The Bible reveals the true philosophy of history," and "through all the play and counterplay of human interests and power and passions, the agencies of the all-merciful One silently, patiently work out the counsels of his own will."

This thesis, which is essentially "the hand of God in history," we conceived

to give us the soundest basis and the surest guide in the study and the teaching of history. In it, also, we found the clearest and most substantial way of making the Bible the real groundwork of history study. In the light of this view we outlined for each history subject in the academy and in the college, where the emphasis should be placed and where matters of subordinate interest in our pursuit of the study should be passed over lightly in order to keep in the foreground the real aims we are seeking to achieve in the study.

While we could not do a complete work in a subject of such important and far-reaching scope, much light came into our counsels, and our history teachers feel that they will be able to realize better the real aims in teaching history in our schools. A syllabus was worked out for each subject in the academy and college, which we expect to have in the hands of the teachers by the time school opens.

Only a Beginning

As already said, our work in Bible and in history at this council is only a be-

ginning of what we are definitely planning in our colleges and academies, by means of councils from time to time for the teaching personnel of these departments. The Bible and history teachers feel that they have only really begun their work in this direction, but they have made a good beginning, and will continue to follow it up, while the teachers in other departments are having the same privilege of being together.

Later we expect the Bible and history teachers to reassemble for another step forward in the direction in which they have set their faces anew. Among the earlier councils to be held must be one in the interests of our school homes, where we can have together for the same heart-to-heart study as our Bible and history teachers enjoyed, the preceptors, preceptresses, matrons, and probably also the stewards and cooks, for a study of their problems. At the coming Autumn Council of the General Conference Committee, in October, we hope to lay definite plans for future councils. In the meantime let earnest study be given to perfecting every department of our work.

W. E. H.

Character Study and Development

THE one great object of Christian education is "the harmonious development of the physical, the mental, and the spiritual powers." The resulting product of this education is perfect character.

The Christian teacher is confronted with a delicate task. There come to him students who are imperfect and incompletely developed, and it is his business to aid them in reaching that standard of perfection which is in harmony with God's ideal for man. But before any valuable assistance can be rendered, it is imperative that the teacher have some definite knowledge of the student's condition. The physical trainer first gives his pupil a test before outlining his course of instruction; likewise, the physician gives his patient a critical exami-

nation before prescribing his course of treatment. Just so should it be with the teacher. In order to render the student the greatest aid, it is highly important that some accurate knowledge be obtained concerning his threefold nature.

Some interesting work in this direction is being carried on by the National Institution for Moral Instruction. This institution has given careful study to the problem of character analysis, and has prepared a suggestive outline, giving the prominent characteristics of the average perfect human being. The outline, which follows, may be used as a test chart in checking up an individual's character. By carefully studying the results of the test, appropriate measures may be employed by the teacher in strengthening

those elements of character that are weak, and curbing those that are unduly strong.

The Perfect Human Being

Intellectual Character, needed for wise thinking.

Intelligence quotient.

Size—large, medium, or small natural endowments.

Accurate, not indefinite.

Alert, not indolent.

Discerning, not superficial.

Generalization and analysis (power of), not scatter-brained.

Inquisitive, not lacking desire to know.

Inventive and constructive, not lacking initiative.

Keen perceptions, not unobserving.

Rational and judicious, not lacking good sense.

Retentive memory, not forgetful.

Sincere and open-minded, not diverted by personal interests.

Thorough, not illogical.

Useful in thought, not merely interesting.

Working Character, needed for doing useful work.

Adaptable, not slow to fit into new surroundings.

Artistic and neat, not slovenly.

Attentive, not careless.

Cautious, not heedless.

Co-operative, not too individualistic.

Decisive, not procrastinating.

Directive, not dependent.

Executive, not haphazard.

Industrious and energetic, not lazy and dilatory.

Obedient, not balky.

Persistent, not vacillating.

Purposeful, not led merely by likes and dislikes.

Quick, not slow.

Responsible, not negligent.

Teachable, not stubborn.

Thrifty, not wasteful.

Personal Character, needed for doing right by oneself.

Conscientious, not unscrupulous.

Independent, not suggestible.

Influential, not negligible.

Magnanimous, not small-minded and petty.

Prudent, not reckless.

Refined, not coarse.

Self-controlled, not weak.

Self-respecting, not dissipated.

Thoughtful, not merely impulsive.

Social Character, needed for doing right by others.

Congenial, not repulsive.

Courteous, not rude.

Faithful, not disregarding of obligations.

Genuine, not affected.

Harmonious, not wrangling.

Helpful, not self-centered.

Honest, not thieving nor disposed to cheat.

Honorable, not sneaking.

Just, not unfair.

Law and public opinion (regardful of), not on the off side.

Patient, not irritable.

Pure, not lewd.

Respectful, not impudent nor flippant.

Rights of others (mindful of), not overbearing.

Sociable, not exclusive nor snobbish.

Tactful, not brusque nor priggish.

Trustful toward others, not suspicious.

Truthful, not given to lying and deceiving.

Emotional Character, needed for the joy of living.

Ambitious, not self-satisfied.

Beautiful (responsive to), not unappreciative.

Buoyant, not morose.

Courageous and self-confident, not timid nor disposed to shirk responsibilities.

Determined, not easily discouraged.

Earnest, not trifling.

Forgiving, not vindictive.

Friendly, not lacking good will.

Generous, not stingy.

Grateful, not inattentive to kindness.

Hopeful, not pessimistic.

Humble, not conceited.

Humor (having sense of), not upset by trifles.

Idealistic, not content with low standards.

Kindly, not cruel nor hateful.

Loyal, not treacherous.

Poised; not excitable, hysterical or melancholy.

Progressive, not opposed to change.

Public-spirited and patriotic, not selfish.

Reverent, not irreligious.

Righteousness (devoted to), and indignant against wrong, not inclined to evil nor indifferent.

Sportsmanlike, not jealous.

Sympathetic, not absorbed by self-interests.

Tolerant, not angry over differences of opinion.

Truth (alive to), not complacent.

Physical Character, needed as a basis for human life.

Appetites normal, not inactive.

Body developed, not poorly nourished.

Endurance, not quickly tired.

Face expressive, not stolid.

Grace of figure and carriage, not frumpy.

Muscular control, not bungling.

Resistance to disease, not susceptible.

Strength, without disabilities.

Vital, not sluggish.

Voice (strong, musical), not choked nor rasping.

At the Educational Council held last spring a committee was appointed to give study to moral instruction with a view to developing an outline similar to the preceding, but adapted to the needs of our educational work. We shall look

forward with interest to the report of this committee. In the meantime, however, let every teacher give careful thought to this interesting and valuable investigation, forwarding any helpful suggestions to this journal. O. M. J.

Urgent Calls

As our schools take up the work of a new year, it seems fitting that we pass on to them a few words from a recent letter addressed to our office by the Foreign Mission secretary. He writes:

"We are sending you our latest statement of unfilled calls from the fields. These are all urgent and pressing needs, which should be filled at the earliest possible date. The world-wide expansion of our work is pressing in upon us with tremendous force. Never before have the doors been thrown so wide open for the advancement of the message as at the present time. The reports coming from the mission fields give us courage and heart to press on."

The immediate calls are as follows:

Evangelists: For English work, Rangoon, Burma; and for mission station, Lake Titicaca.

Medical Missionaries: Physicians for Persia, and for Tatsienlu, West China. Two women nurses for the Shanghai Sanitarium.

Educational: Church school teachers for Seoul, Chosen; for Hankow, China; for Cuba; and for San Andres Island (West Caribbean Conference). Bible teacher for the Philippines, principal for the South African training school, and for the Singapore school.

Secretaries and Treasurers: Secretary and treasurer for Cuba, the South Caribbean Conference, and the Lake Titicaca Mission.

Field Missionary Secretaries: Field missionary secretary for Cuba, Salvador, and the North Brazil Union Mission.

We have established denominational schools for the sole purpose of giving young men and women an education and training that will fit them for Christian service. Keeping the needs ever before both teachers and students unconsciously molds the activities of every school and results in a realization of this purpose.

O. M. J.



Delegates to Bible Conference, Washington, D. C., July, 1919

Selection of Textbooks for General History

W. H. TEESDALE

THE selection of textbooks will certainly be determined by the purpose of the course, the field, content and treatment of the subject, the grade of students, the time allowed for the study, and the subjects emphasized.

The uppermost purpose should be to prepare modern men and women to live and work among and win other modern men and women to a zeal for this message according to knowledge. It should prepare for life and service, not prophetic interpretation primarily, since a young student requires another's interpretation of history as the unfolding of God's plan. He must be taught to see God's hand setting up and abasing kingdoms. The great lines of prophecy may and should be made evident. Our course should give an understanding of our fellow men and arouse a broad sympathy for them.

The field of general history will naturally include all essentials from the beginning of man to our own day, and necessarily the content will be largely determined by this fact. The intensive of general treatment of these essentials will have much to do with our choice of text.

The students of our tenth grade are preparing for social service of the highest order,—that of winning others to Christ. This grade will find great interest and benefit in activities which are vital, such as religion, society, industry, economics, and culture. The large percentage of our academic students never go to college. Many of them take no more history than is given in the tenth grade.

Certainly proper emphasis must be given to the great essentials in order that these young people may receive at least an elementary training for service. Although two years may be necessary for an adequate study of general history, much may be accomplished in less time

by proper and well-balanced emphasis. A knowledge and interpretation of the history of nations remote in time, must be acknowledged as nonessential to salvation. "Now is the day of salvation."

We face the future, and we must live in it. It is vital to learn lessons from the past, to read of His strivings with Israel, but not more so than to see God's hand in the present or to look forward to his part in the closing work. Too much emphasis has been placed on the past and the future in proportion to that on the present. In many respects we live in the world's greatest age. Why should we not emphasize modern history? All prophecies point to the end of sin, and we hope to see them culminate in our age. The religions, morals, economics, and thought of the past are more valuable than the thirty-one dynasties of Egypt or the thirty tyrants of Rome.

In fact a reevaluation of events may be necessary for us. Surely the Europe of 1917 A. D., should receive more emphasis than the Egypt of 1917 B. C., or modern Turkey than ancient Assyria, or the Franco-Prussian War than the Punic Wars, or Mohammedanism than Baal worship apart from Israel's experience with it, or the modern Chinese than the ancient Medes; or the religious, social, economic, and scientific life than the wars and rumors of wars of the past. In other words, this course should include less of politics, fewer military campaigns, harangues of the senate, or battlefield stratagems, and yet not under-emphasize Canossa, the Donation of Pipin, the Inquisition, the barbarian kingdoms, Luther's work, or the massacre of St. Bartholomew. Caution is necessary not to give the general history class entirely over to sociology or morals, and never to meaningless discussions. Care should be taken to build on a firm foundation, and a knowledge of the great framework of the nations is necessary.

Such treatment and emphasis as are outlined above, will rejuvenate and vitalize our early history work.

Judged by such a standard, the text used in many of our schools for this course falls short. Last year there came to light a set of two smaller volumes that approximates a much better handling of so large a field of history. To accept its emphasis may touch some tender chords and ignore some long-cherished points of seemingly vital importance, but its good qualities have proved themselves by use.

These books are beautifully and profusely illustrated from well-chosen subjects. They are written by high school teachers of long experience with students of high school age. They are resourceful in helps and suggestions for topics in collateral reading, source studies, map work, and bibliographies. They are freer from misinterpretation than most modern books.

A few items of comparison may show the superiority of this set, known as "Essentials in Early European History," by S. B. Howe, and "Essentials in Modern European History," by Knowlton and Howe, published by Longmans, Green & Co., New York. While some periods seem under-emphasized

and some overemphasized, an examination will show that essentials are not omitted. Wars and politics are frequently and justly slighted. The life of the people is treated fully and interestingly. Chronology has its proper place. While the two volumes contain more pages than the one volume generally used, these additional pages are filled with helps and illustrations. The set is well adapted to the grades, and appeals to boys and girls of that age. Some periods must receive the customary denominational emphasis. Taken all in all, "Essentials in European History" surpasses any textbook in the treatment of this field.

Comparison of an Old Text with Knowlton and Howe's "Essentials"

Subjects by pages in each	Old "Essentials"	Text
Beginning to Louis XIV	569	381
Industrial Revolution to 1918	184	487
Egypt to Rome	185	55
Punic Wars	20	Note
Roman Emperors between Augustus and Diocletian	15	2
Reformation (with Wars)	66	27
American Colonies	0	50
Industrial Revolution	14	28
Social, Political, Industrial, and Commercial Conditions of Early 18th Century	0	56
European Expansion in Asia and Africa	20	63

Suggestive Bibliography

Morey — Ancient Peoples	American Book Company
West — Ancient World	Allyn & Bacon
Breasted — Ancient Times	Ginn & Co.
Botsford — History of Ancient World	Macmillan
Ashley — Early European Civilization	Macmillan
Price — Monuments and the Old Testament	American Baptist Pub. Co.
Davis — Readings in Ancient History (2 volumes)	Allyn & Bacon
Emerton — Introduction to the Middle Ages	Ginn & Co.
Robinson — Medieval and Modern Times	Ginn & Co.
Harding — Medieval and Modern History	American Book Company
Thatcher and McNeal — Source Book for Medieval History	Holt & Co.
Hazen — Modern European History	Holt & Co.
West — Modern World	Allyn & Bacon
Robinson and Beard — Readings in Modern European History (2 volumes)	Ginn & Co.
Cheyney — European Background of American History	Harper Brothers
Dow — Atlas of European History	Holt & Co.
Johnston — European History Maps	Nystrom & Co.
<i>Literary Digest or Independent</i>	

Child Welfare the Key to National Health

G. H. HEALD, M. D.

THE prevalence of summer diarrheal diseases keeps ever before us the importance of the summer care of children. But we have not so fully realized the importance of an all-year period of watchfulness for the foes of childhood.

When we go out in the morning after a windstorm and see a sturdy tree lying low, we detect, perhaps, a rotten heart, representing a devitalizing and weakening process that has been progressing unobserved for many years. We attribute the fall of the tree to the wind—the immediate cause; but there are hundreds of other trees which withstood the storm, and will weather countless other storms, because they are sound. It was the rotten heart of the tree that made it possible for the wind to overturn it. And that rotten heart represents germ action. Some unhealed wound in the bark, or some limb broken off in such a way that the bark did not grow over in time to protect it, permitted germs of decay to begin the work which was destined eventually to destroy the tree.

In a similar way infections contracted in childhood or youth may continue their unobserved and apparently harmless course until suddenly there is complete collapse of the body forces.

The man or woman of forty, with kidney or heart or intestinal trouble, has a condition similar to that of the rotten-hearted tree, which awaits something like the windstorm to lay it low. It may be a pneumonia or "flu" epidemic, or a sudden exposure to cold, or attendance at a banquet, or some slight excess. Whatever it is that completes the mischief, it is something that would have had little or no effect on a sound person.

When we realize that many of the "rotten heart" conditions that take men and women off when they should be in their prime, date back to childhood,—to school age and before,—we sense the

importance of making some concerted effort to protect the children from these noxious influences.

It is a notorious fact that, with so few exceptions that they are negligible, parents are in no position to deal adequately with the apparently trivial child defects which are destined later to bring disaster into the life. In the first place, they have no conception of the seriousness of these apparently trifling affections of their children, and often the slender family purse does not admit of any extras for medical fees. Even if their attention is called to some child defect, they are very likely to reply, "Oh, he will grow out of it." Yes, grow out of it in just the same measure that the oak tree grows out of the rotten heart!

For this reason every school should be, in a way, on detective duty, guarding the children, and keeping watch for defects which later might cause the undoing of an otherwise promising life. Schools should thus be on the lookout to limit the spread of infection:

1. By the elimination of such infection carriers as common cups, common towels, and the use of pencils in common.

2. By the careful education of the children in habits of cleanliness—

- a. In the care of the mouth.

- b. In the care of the hands and body surface generally.

- c. In the care of the clothing.

- d. In the avoidance of all food that may have been contaminated by soiled hands.

3. By the detection and exclusion of all cases of infectious disease or of suspicious cases, such as children with cough or sore throat, until they return with a physician's certificate stating that they are no longer capable of transmitting the disease.

4. By the closing of school when there seems to be a possibility of a general epidemic in the school.

Schools should also have a care over the children in the matter of remedial defects, such as defective teeth, diseased tonsils, adenoids, nasal defects, defective vision, or eyestrain.

There should be an effort, so far as possible, to live the open-air life in

school, to encourage exercise, and to train the children in correct habits of sitting and standing.

To this end, desks should be made to fit the children, and not the children to fit the desks. Desks are cheaper than children.

Printing as Conducted at Pacific Union College

HERBERT C. WHITE

As a people we have received very definite instruction regarding the various lines of industrial activity which should be conducted in our schools, and after agriculture the printing industry ranks first in importance.

In considering this most interesting and essential branch of the industrial work of our college, we shall at first endeavor to give a brief sketch of its early history and subsequent growth and development.

We take pride in reviewing the history of our department, perhaps not so much on account of the excellent work it has been turning out, but because it has been "so long on the job." For it must be remembered that Pacific Union College Press as it stands today is but the outgrowth of an institution founded many years ago — the Healdsburg College Press.

It was thirty-two years ago that Healdsburg, at that time our only Western college, added to its various industries that of printing. A small but good equipment was purchased. Accessions of type and machinery were made from time to time, as the business of the department grew; and with the rapid growth in business there came quite naturally the demand for increased facilities.

For twenty-one years, or until the work of our college at Healdsburg was discontinued in 1907, the Pacific Union College Press, as it was then called, prospered. During this time many men of distinction in our work today served

their apprenticeship within its walls, and enjoyed the privilege of "pumping" by hand the old Chandler & Price press which was recently disposed of in exchange for more modern machinery.

In 1909 the Pacific Union College was founded at St. Helena, Calif. For two years no move was made to establish a printing department; but during the summer of 1911 the entire equipment of the Healdsburg College Press was conveyed across the hills, a distance of forty-two miles, to its new home at Pacific Union. Here in the fall of 1911, under the able direction of Harry Smith, the Pacific Union College Press was re-established.

Although small at the beginning,— a room 17 x 17 feet having been set apart for the entire work of the department,— this feature of our work has grown until today our printing department occupies four commodious rooms, with a combined floor space of more than 2,100 square feet, an increase of more than 700 per cent. Instead of running our presses and stitcher by hand, or with the aid of an old gasoline engine, as in former years, we now have all our machinery equipped with the latest individual variable speed electric motors, which makes the work in the pressroom very convenient.

A steady increase in the volume of business in the department affords regular work in the afternoons for from ten to fifteen young men and women, the majority of whom are the more advanced students in our printing classes. These

young people are happy to avail themselves of this unusual opportunity to become more proficient in the numerous branches of the industry.

The great increase in equipment and volume of business during the past seven years has been chiefly due to the purchase by the college in 1915 of the "Elmshaven Press," which was owned and operated by the White Brothers at Sanitarium, Calif. With the accession of this plant the press at Pacific Union became one of the best-equipped job offices in the country, and today it ranks among the first of our college printing departments.

In 1917 the gain in the department amounted to \$654.54. This gain is not large, but considering the difficulties always encountered in operating a business of this nature entirely with the help of students, most of whom have had no previous experience in the work, the financial returns have been quite gratifying. However, we do not for a moment consider the financial end of our work the all-important thing. The primary object of our department is to help train young men and women for more efficient service for the Master in the regions beyond. To the young person who is preparing to go to a foreign land to labor, a thorough, all-round knowledge of printing is indispensable.

As our great work in carrying the message of the third angel to all the world grows, and schools are established in many places in distant lands, small printing plants will need to be established in connection with these schools. At such times, when perhaps professional printers are quite unavailable, how important and necessary it will be that those who go out to take charge of these schools shall have a good knowledge of at least the fundamental principles of the printing business. Then they can not only purchase their machinery wisely, but they can also train their students for the work in the department. To prepare the students in our college for wider usefulness in performing these

practical duties of mission life, is the one great objective uppermost in our minds in our endeavor to advance the work of the printing department.

The great value of the printing industry as an educational factor need hardly be emphasized here, as all our leading educators recognize and emphasize its importance. Viewed from a cultural standpoint alone, it is of the highest value to the student. It develops carefulness and accuracy; correct use of the English language; economy in the use of time; creates a love for order, symmetry, and beauty; and all these help to form a good character, which is the prime object of education.

That we may give a thorough course in this work to as many students as desire to pursue it, two classes in printing have been formed. These classes are a part of the regular college course, the student receiving full college credits for the work done. The course, covering two years, is divided into first-year and second-year classes.

In the first year's work the student is required to master the principles of plain composition, proof-reading, punctuation, platen press work, and bookbinding.

In the second-year's work careful instruction is given in designing and executing job work of all kinds. Instruction is also given in estimating costs and in shop management. Those students who show an aptitude for the work, and become most proficient in it, are allowed, at the discretion of the superintendent, to work the two and one-half hours, required time in the shop. Those who are allowed this privilege have an immense advantage over the regular students of printing, in that they have two and one-half hours each day in which to put into practice the principle they have learned during the regular class period.

The greatest difficulty we have to meet at Pacific Union is the lack of plain tract or book work, which could be handled to a great extent by those students who have had no previous experience in the work before coming to us. But as the

greater part of our business at present consists of the more intricate job work, we find it very difficult to provide our students with suitable work—work which they can do with a limited experience. Moreover, as the tract and book work will be the class of matter which our students will be called upon to put

out when in the field, we feel keenly over our inability to provide them with the kind of work which they most need to prepare them for service, and which at the same time would be of benefit to the college. We hope that soon we may be able to secure this class of work for our students.

How I Teach Science

H. W. CLARK

PROBABLY the majority of students look upon science as about the hardest study they have, and it is the place of the teacher to make it so interesting that they will be glad to search into the mysteries of nature and learn something of its governing principles.

First, to accomplish this, I break away from the routine of the book study, and keep the students alert and always on the watch by suggesting new applications and asking new and unexpected questions bearing on the lesson in the book. They must have mastered the assigned book study in order to answer intelligently. "Study nature, not books," is my motto, and I use books as a help to nature.

The second secret of success in teaching science is to illustrate by examples, by pictures, and by objects or experiments; for the more senses there are brought into play, the deeper the impression upon the mind. I always open a new subject with experimental work to stimulate interest. In all class work, we discuss the experiments. The class is encouraged to ask questions, and as far as possible I answer them by illustration or experiment. The study of abstract theories is of little value to the student. He must have some concrete, visible illustration of laws or principles before he really understands them. The object of my class period is not so much for ideal recitation as for a clearing up of hard points, and a thorough comprehension of the principles in the day's lesson.

It is surprising what vague ideas a student may have, and yet be able to give a good recitation. The methods I have described soon reveal his weak points, and enable the teacher to strengthen them.

The stereopticon should have a prominent place in every science classroom; not for occasional use, but for every day. I have one permanently mounted back of my desk, and the opposite side of the room is hard finished with lime, making a perfectly smooth, white surface for use as a screen. I have the stereopticon fitted with attachments for microscopic and vertical projections. Homemade slides add much to the value of such an outfit, and can often be used to better advantage than those with which the teacher is not acquainted. Any locality will furnish excellent pictures for illustrating physiography, zoology, botany, and especially ecology. It is very easy to tint the slides, which adds to their attractiveness.

Science teaching can be made much more effective if all the local opportunities are grasped. We are making a museum, and some remarkable specimens are picked up around the school. A collection of butterflies and moths was made by the zoology class, and we obtained several rare beauties never seen here before. I have collected all the flowers, grasses, and seeds available, and have mounted them between glass plates made from old negatives, binding them with passe-partout tape. These are to

be used in the botany class with the vertical projector.

One thing must be observed: Simply studying the different interesting things is nature study, but academic science work must dig deeper into their inner secrets. There is real, hard thinking called for to grasp the discoveries of the world's investigators, and the outside study and experimentation bring them home and make them real to the ordinary student. A judicious combination of the two methods is productive of neither dry scientists nor shallow collectors of relics, but of true scientists who see in nature a revelation of the mind of an infinite Creator.

A few original plans and ideas on the part of the teacher keeps up a live class interest. Last summer we could not get the kind of lecture desk we wanted without paying a price that was out of the question. So I took an old table, filled in the sides with matched lumber, put in shelves, and stained it. I built a deep

sink and a shallow sink of cement, and painted them with enamel paint. On top around the edge, I screwed 1½-inch pieces, wove the top full of baling wire, and ran it full of cement. As it hardened I worked it with the trowel until I made a surface that cannot be told from slate. I also have an electric socket in the table, connected with a private switchboard in the wall back of my desk.

A closet with electric connections for operating different lights for dark-room work enables me to do my own slide work and printing.

These methods are not of necessity the best that may be found, but I have found them to work with better success than a stereotyped method of class assignment and mechanically conducted recitation. I believe the student should be held to faithful study of the text, thorough laboratory work, and careful notebook work, and that the teacher should use every available method for injecting life and enthusiasm into the work.

An Appreciation of the "Literary Digest"

[The following article was written by Geraldine McCown for a class assignment in tenth-grade composition in Pacific Union College.—Ed.]

THE *Literary Digest* should be a part of the English study during the Academic Course. In the first place, it is decidedly wholesome reading, and proves to the pupils how much better a thing it is to be entertained and instructed at the same time than to be merely entertained.

It enables pupils to keep a good grasp on current events, which is very essential in helping them to become good citizens. Their views of the political and religious worlds are broadened by reading in the *Literary Digest* both sides of the arguments upon religious and political questions.

"Topics in Brief" teach them how it is possible to say a great deal in a few words; while the "Personal Glimpses" help them to see how much more interesting are the happenings of every day than we are prone to realize.

The *Literary Digest* makes it plain who the great men of the modern age are, and why they are considered great. Its fine personal touch, when telling of these noble souls, makes the pupils feel as if they were personally acquainted with them, thus inspiring in the pupils' hearts a determination to be and to do something.

The section devoted to science and invention gives practical knowledge in such a simple, direct way that it is easily grasped by even those pupils who are not of a practical turn of mind; while the poetry section delights the pupil who loves literature. But, best of all, the *Digest* keeps the pupils' minds active on important issues of the world by making it almost impossible for them not to get the point of what they read in this magazine, made up of already digested thoughts.

Teaching General Science

TEACHERS of general science will find some helpful suggestions in the following extracts from an article entitled, "Essentials and Methods of General Science," by Lewis Elhuff, in the March number of *Education*:

"What is essential in any course of study will be determined by our standard of a useful, capable, and self-supporting citizen, if our eye is primarily on the student and secondarily on the subject matter. On this basis I would like to divide the subject matter of sciences into two groups: (1) That which is immediately useful for everyday life; (2) That which is vocational and avocational, and is used directly as a means of earning a living. The subject matter to be taught under number one I would call General Science, and that under number two I would call the Special Sciences.

"So what is essential to be taught in general science will be determined entirely by the environment of the students who are seeking instruction. It is not always wise, as some think, to follow the apparently natural bent of the students. They are not old enough to know their best needs. They will have to live in the world, and so they will have to know themselves and their environment, and how to adjust themselves to the environment, or their lives will be a failure. Their natural desires can be followed sufficiently to create an interest and confidence, and then lead them to the things that they ought to know.

"The general science teacher who fails to study the social conditions in which his students are living will shoot wide of the essential mark. The teacher of general science ought to be first of all a student of human nature and secondarily a student of the subject matter to be taught, and he should have his whole heart and soul in the work.

"The general science course ought to contain such material that it will be a strong factor in improving the health

of the students (also the health of the community), and so contribute to their success in all of their high school work. If this material is presented from a scientific standpoint and in a scientific manner, it will gain the respect and admiration of the students, and a large per cent of them will make a special effort to live up to the truth which they learn concerning life and its environment.

"Of the material which will improve the life and health of the students, the following might be suggestive:

"General rules for health and conduct; suggestions concerning how to study; suggestions for physical exercise, recreation, and rest.

"Simple Home Chemistry: Easy tests for distinguishing acids, bases, neutral salts, and their action upon one another. Soap making and soap characteristics; hard water, and economic methods for softening it. Chemistry of baking; methods of using leavening agents, and why they are used.

"Preservatives: Harmless ones, and how to use them; and those which are injurious, and how to avoid them.

"Disinfectants: Those easily used in the home, and how. Use of heat as a disinfectant in cooking and for pasteurizing milk.

"Habit-forming Agents: Stimulants in common use, as tea, coffee, cocoa, and many so-called soft drinks. Narcotics in common use, as tobacco, alcoholic drinks, opium, and cocaine compounds, and so-called soft drinks.

"General Effects of Heat: Use of the thermometer; heating of buildings, ventilation of home and school, weather conditions, weather maps and reports. Use of the barometer; clothing according to weather, amount and kind.

"Foods: Kinds, costs, comparative nutritive values, cooking, fireless cooker, buying of foods, home economics.

"Methods of purifying water in the home; simple properties of gases, refrigeration.

eration at home and in storage houses; ice making, and its use as a cooling agent. Distillation, its uses, and its products used at home.

"Simple Machines: Enough to understand how to use the common mechanical devices. City water supply and purification, how and why. Street cleaning, best methods and why. Cleanliness about the home.

"Light: To understand the use of the simple optical instruments and camera. How to care for the eyes. Also to learn a few astronomical facts and something about colors and the rainbow.

"Sound: Its nature, cause, and speed. Simple musical instruments and the nature of hearing and care of the ears.

"Plant Growth: Its nature, conditions for growth, plant propagation at home, and man's relation to plants.

"Animal Development: Types from the lowest to the highest forms, relation of animals to plants, man's relation to

both; diseases caused by both, and man's place in nature. . . .

"The extent to which this material can be worked out in detail will depend upon the amount of time there is to devote to the subject, and also upon the age and previous training of the students. The laboratory work should be done in the home as much as possible, and the student's experience should be drawn upon to the limit. The result of such a method is that the student becomes a continuous question mark. He acquires a learning attitude, and he is both a teacher and a learner in the classroom. If he is slightly stimulated, he will surprise you with his capacity for research work. By the end of a year's work in general science the student ought to have attained a general knowledge of himself and his environment, and how to adjust himself to his environment by being able to use the knowledge which he gained, and thus become a useful and responsible young citizen."

Back to the Bible

THE Sunday school has grown to be a great and powerful institution, but young people know less about the Bible today than they did a hundred years ago. . . .

It has been noticed that the Sunday schools teach a great deal about the Bible, but much less of the Bible itself. The children learn lessons about its animals, vegetables, birds, geography, but they do not commit verses to memory as our parents did in their youth. There is the same process throughout the entire business of teaching literature. The pupils learn everything but the literature.

The Bible in the King James translation is one of the monuments of the English language. Its birds and beasts are not of primary importance. Its patriarchs themselves are only of minor interest. The vital elements in it are the thought and the language in which the thought is expressed.

The thought of the Bible has been the

most weighty factor in history from the fall of Rome to the war of 1914. Hardly an event of major significance has occurred in all that time which its influence has not directly caused or at least essentially modified. It stood altogether without a rival in its influence upon the mind of man up to the great discoveries of modern science.

The language of the Bible is as well worth knowing as its thought. It is, with two or three exceptions, the truest, most idiomatic English ever written. At the same time its poetic beauty is hard to match.

But Sunday school pupils mostly learn what some commentator has thought it safe and discreet and profitable to say about its thought and language. If it were our pleasant task to give advice to Sunday school teachers, we should embalm all we had to say in the sentence, "Back to the Bible."—*The Oregon Sunday Journal, March 9.*

THE NORMAL

Outline for Oral Bible Studies

For Grades One and Two

(Four Bible lessons a week, one Nature and Home Geography lesson. Some of the review lessons may be given to Nature, if desired.)

FIRST SEMESTER

FIRST PERIOD — THE STORY OF CREATION

FIRST YEAR

First Week

1. Our Father and Creator. M. V. Gen. 1: 1.
2. Creation and reflection of light. M. V. Gen. 1: 3.
3. The firmament and the clouds. M. V. Gen. 1: 6.
4. Review: Story-telling by the children, and memory verse drill.

Second Week

5. The water and the land, their beauty and purpose. Gen. 1: 9.
6. Creation of plants and flowers. M. V. Gen. 1: 11, first part.
7. Creation of fruit trees and fruit. Gen. 1: 11, complete.
8. Review: Story-telling by the children, and memory verse drill.

Third Week

9. Creation of sun, moon, and stars to mark days, years, and seasons. M. V. Gen. 1: 14.
10. Story of the sun and moon. M. V. Gen. 1: 16, first part.
11. Story of the stars. M. V. Gen. 1: 16, complete.
12. Review: Story-telling by the children, and memory verse drill.

Fourth Week

13. The abundance of water animals. M. V. Gen. 1: 20, first part.
14. Variety of air animals. M. V. Gen. 1: 20, complete.
15. Homes of birds, and God's care for them. Gen. 1: 22.
16. Review: Stories by the children, and memory verse drill.

Fifth Week

17. Creation of land animals, their nature and purpose. Gen. 1: 24.

SECOND YEAR

First Week

1. Jesus as a student of works and word of God. Gen. 1: 1, 2.
2. How colors are made; the prism. Gen. 1: 3-5.
3. Creation and the uses of air. Gen. 1: 6-8.
4. Review: Same as first year.

Second Week

5. Separation of water and land. Gen. 1: 9, 10.
6. Uses and blessings of land and water. Gen. 1: 11.
7. Curious and wonderful plants and trees. Gen. 1: 11.
8. Review: Same as first year.

Third Week

9. The difference between God's light and artificial light. Gen. 1: 14, 15.
10. Heavenly bodies for signs. Gen. 1: 16, 17.
11. Our solar system. Gen. 1: 18, 19.
12. Review: Same as first year.

Fourth Week

13. Fishes. Gen. 1: 20.
14. What birds have done. Gen. 1: 21.
15. Talking and singing birds. Gen. 1: 22, 23.
16. Review: Same as first year.

Fifth Week

17. Difference between animals at creation and now. Gen. 1: 24, 25.

(Memory verses in first column for first-grade pupils, in second column for second-grade pupils.)

18. Creation of Adam and Eve. Gen. 1: 26, first part.
19. The first home on this earth. Gen. 2: 8.
20. Review: Stories by the children, and memory verse drill.

Sixth Week

21. The first Sabbath. Gen. 2: 2.
22. The purpose of the Sabbath, and how to observe it.
23. The Sabbath commandment. Ex. 20: 8.
24. Review: Stories by the children, and memory verse drill.

18. Man's original position. Gen. 1: 26.

19. Adam's food and clothing. Gen. 1: 29.
20. Review: Same as first year.

Sixth Week

21. The first Sabbath. Gen. 2: 1, 2.
22. The Sabbath commandment. Ex. 20: 8-10.
23. The Sabbath as an eternal institution. Ex. 20: 8-11.
24. Review: Same as first year.

SECOND PERIOD—BIBLE HEROES OF THE OLD TESTAMENT**First Week**

1. The sin of Lucifer.
2. The temptation and fall. Micah 7: 8.
3. Adam and his family. Eph. 6: 1.
4. Review.

Second Week

5. Noah and his work. Gen. 2: 5.
6. The ark.
7. The flood. Matt. 24: 37.
8. Review.

Third Week

9. Abraham. James 2: 23, last part.
10. Abraham and Lot.
11. Abraham and the angels. Heb. 13: 2.
12. Review.

Fourth Week

13. Job, the patient man. James 1: 4.
14. The children of Abraham in Egypt.
15. Egyptian bondage. Ps. 34: 6.
16. Review.

Fifth Week

17. Little Moses.
18. The burning bush.
19. The plagues.
20. The Passover. 1 John 1: 9.

Sixth Week

21. The Exodus and the Red Sea.
22. The law of God. Ex. 20: 3, 8, 9, 10, first part, 12.
- 23, 24. Review.

First Week

1. God's great plan. Ex. 24: 7, last part.
2. The gift of Jesus. John 3: 16.
3. The first missionary.
4. Review.

Second Week

5. Enoch and Methuselah.
6. Noah and the ark. Matt. 24: 38, 39.
7. Changes made by the flood.
8. Review.

Third Week

9. Isaac.
10. The twin brothers and Jacob's dream. Gen. 28: 16, 17.
11. Jacob and his sons.
12. Review.

Fourth Week

13. Joseph and his dreams.
14. Joseph sold. Prov. 28: 10.
15. Joseph in prison.
16. Review.

Fifth Week

17. Joseph and the famine.
18. Joseph's brothers visit Egypt. Prov. 28: 13.
19. Jacob in Egypt. Rom. 2: 28, first part.
20. Review.

Sixth Week

21. From Egypt to Canaan.
22. The law of God. Ex. 20: 3-17.
- 23, 24. Review.

THIRD PERIOD—IN THE LAND OF PROMISE**First Week**

1. The death, burial, and resurrection of Moses.
2. Ruth and Naomi. Ruth 1: 16.
3. Samuel. Prov. 26: 11.
4. Review.

First Week

1. The sanctuary. Ex. 25: 8.
2. The priests.
3. Marching through the wilderness. Ex. 40: 36, 37.
4. Review.

Second Week

5. David. Psalm 23.
6. Solomon. James 1:5.
7. Elijah prays for rain. James 5:18.
8. Elijah translated.

Third Week

9. Review.
10. Jonah. Jonah 2:7.
11. Hezekiah. 2 Kings 20:5, middle part.
12. Review.

Fourth Week

13. In captivity.
14. Esther. Esther 2:20.
15. Esther. Esther 4:14, last part.
16. Review.

Second Week

5. Caleb and Joshua. Phil. 4:13.
6. Crossing the Jordan.
7. Gideon. Ps. 34:7.
8. Review.

Third Week

9. Elisha. Ps. 91:11.
10. Elisha.
11. The little Jewish medical missionary.
3 John 2.
12. Review.

Fourth Week

13. Nebuchadnezzar.
14. Daniel. Ps. 34:7.
15. Daniel. Dan. 3:17.
16. Review.

Fifth and Sixth Weeks

Review, drilling especially on Genesis 1 and 2:1-3, Exodus 20:8-11, using chart of Creation Week. Give some time also to reproduction of Bible stories by the children. Finish memorizing Genesis 1.

HOME EDUCATION

Spiritual Development in the Home

MRS. E. A. VON POHLE

"Mother is the name for God in the life and heart of little children."—*Thackeray*.

No education of children from which God is eliminated is worthy of the name. Nearly all parents, and especially Adventist parents, state emphatically that their children must receive religious training; and although definite instruction is oftentimes neglected, fathers and mothers are beginning to realize more and more that no training is worthy of the time and money spent upon it unless religious instruction is given a prominent place.

Upon entering life the child's heart is like a book, in which God has begun the writing that is left to the parents and to the teacher to finish. We are told that child nature is the nearest to perfection, hence early childhood is the best time to sow the good seed in the little heart.

Nearly the first questions the child asks are about God. "Where is God?" "What is he?" Bible stories never fail to interest him. It is a sad mistake

to allow this best time for training to pass by unused, for religion is the basis of, and the chief aid in, the formation of a good character.

As soon as the child can do so, he should be taught to kneel with the family at worship, and to bow his head when the blessing is asked at the table. Much good will be derived from these early lessons, and they should become habits. Even the very young child can be made to understand something of the love of God,—that it is greater than the love of father and mother. He can understand that it is God who gives him all things to enjoy—the sun to warm the earth, the rain to water the thirsty plants, the flowers and trees and birds that fill field and forest with fragrance and melody. So in these simple pleasures which the child knows best, he can be taught of the love of God, and be made to feel his presence.

The fact that "God is love" may be impressed upon the heart and mind of the child when he is attentively watching a furious storm that is raging outside. He may say, "Aren't you afraid, mother?"

"No, my boy; it is God himself speaking to us in the storm. Soon the pitter-patter of the raindrops will sing the children to sleep. The wind blows the clouds around so that it will rain and make the flowers and vegetables grow."

"Maybe we'll be hurt in the storm."

"No. God loves us better than we love each other, therefore he will not let anything hurt us."

It may seem at times that the child is not at all interested in religious exercises, but we are not to become discouraged. If rightly trained, his spiritual life will advance from one stage to another gradually, and we must not allow ourselves to urge its development too rapidly.

We sometimes find a child who is afraid in the dark. We might help him to overcome this fear if we would say to him, "Now, if you knew I was watching you, you wouldn't be afraid, would you? Well, God really can see you all the time, and he can take much better care of you than I can. So when you are alone at any time and feel afraid, just say to yourself over and over, 'Thou God seest me! Thou God seest me!' Then you will know you are perfectly safe and that God is taking care of you." When the child knows that a God of love is with him, he will no longer be afraid.

Music is a torch to light us on our way in teaching our children of God and his love. It is like sunshine—a necessity. To give thanks for cherished blessing in the glad hymn of praise, to send up on wings of song a prayer for strength—this is what God's great gift of music should mean to us. Let us help our children to receive this blessing, for joy is the best tonic there is, and happiness creates health. The children's song hour will affect the atmosphere of the whole house. "A singing army is a winning army." A singing family is one that is

growing spiritually. The youngest child should not be forgotten, and his favorite songs should be sung often.

Good pictures are very helpful. Copies of the Raphael Madonnas are easily obtained, and little children love them. As they look at the picture of the mother with her baby, they will ask you to "tell the story about the picture." Then is a good time to compare the love of God for his children with the love which you have for your little one. Let the child know that you trust and hope in God, and his love and respect for you will grow deeper and stronger.

Parents sometimes feel that their children are not so serious minded as they should be, but it is not best to press seriousness upon the young child. There is plenty of room for fun and frolic in his life, and a parent should not feel uneasy if there are no distinct signs of seriousness before the child is twelve years of age. Often there is too much repression of the children in our homes, but it is a mistake to restrain the natural playfulness of a healthy, normal child. Let us never forget that the children are watching us, and that many of the habits they form, whether good or bad, are learned from the examples we set them daily. A good motto for us to remember is, "I will be everything I want my child to be."

The child should attend church regularly with his parents. He should be shown by example and by tactful statements that it is for his own good to go to church and to Sabbath school every Sabbath. Then he will not feel that he can choose to stay away from the meeting if for any reason it happens that he is separated from his parents, as he would very likely do if he had been given the impression that he attended the Sabbath services only to please his father and mother. The very young child, even, will eagerly look forward with pleasure to the Sabbath day, especially if he occasionally hears a statement something like this, "I am glad this is the Sabbath, for I feel the need of a quiet hour in

church." Or, "How much I enjoyed the services today!" Ask the child after the meeting what part he enjoyed most. Praise him for his good behavior and his quietness.

Perhaps to some, the mere matter of where the child sits in church is of no importance, but if he is so far back that he cannot hear very well or see anything of what is going on in front, he will become tired and restless, his interest in the church services will wane, and he will lose his desire to attend. The child should be taught that the most desirable seats in the church are those in front. And why not? Theatergoers think nothing of paying five dollars for a "good seat" well up in front. If possible to do so, always sit in the same place.

The time may come when your boy will not want to attend Sabbath school, but much can be done to make this service of great interest to him, especially if he has the right kind of teacher. He should be a young man whom the boy will want to imitate. An important qualification of the teacher is that he loves and understands boys.

The Junior Missionary Volunteer Society can be of great benefit to the child. Often in these meetings he is asked to take part by testifying; if he is over-urged to do this, the result will be false profession and pretense. But if properly conducted, the Junior meeting is an important factor in the training of our children.

No doubt you are puzzled at times to know what games the children should be allowed to play on the Sabbath. Of course the games must be quiet, something altogether different from those played on other days, and something in which the children take special delight. Then the Sabbath will be regarded as the happiest time in all the week, instead of a long, dreary day when the giant "Don't" stalks grimly about.

Not long ago, I happened to overhear a conversation that was something like this:

"Just one more hour before Sabbath!"

"Is it?"

"Yes. Aren't you glad?"

"Yes, and we'll play that game."

"Isn't it fun, though!"

The game referred to was a Bible card game, which even the five-year-olds can play.

The Bible should be a well-known book in every home, and as soon as the child can read a little he should be given a Bible for his own. He will delight in looking up and learning by himself the Morning Watch texts. He will like to carry his Bible to church with him on Sabbaths, and find the texts that are referred to in the sermon. There is no better way for him to become familiar with the Bible, to learn the names of the different books, and where each is found.

Great care must be taken in choosing Bible passages for the teaching of small children, for all parts are not equally suitable for the child, and some parts are not adapted to childhood at all. The stories of heroes related in the Old Testament, and the parables and stories of the miracles will always interest the child.

In a certain home the children have been taught never to place another book, not even a book of sacred songs, on top of the Bible. Any carelessness in following out this rule is quickly noticed, and the books change places at once. In small, seemingly unimportant ways of this kind the children have been taught to reverence the Bible. They appreciate the fact that it is the word of God. No jests relating to Bible subjects are tolerated.

The evening worship may be made an enjoyable and profitable season to all. A different member of the family may tell a Bible story each evening. The names of the persons mentioned may be omitted by the story-teller and supplied by the listeners. For a change you may want to memorize certain scriptures; this is a good time also to study the Sabbath school lesson; the children love to hear the stories from "The Desire of Ages."

If the child hears his parents pray, he will want to pray. At first he may

have to be taught a little prayer, but it will not be long before he will ask to be allowed to "make up a prayer" himself. He should be permitted to do this as often as he wishes, and his prayer will always be reverently offered and in accord with the spirit of worship.

Two little girls were talking one day. Miriam said, "Mother tells me all about what the Bible means, and how I should say my prayers when I'm by myself, or when I feel I'm getting cross, or idle, or anything."

Little Emmy opened her eyes wide. "Do you say your prayers anywhere? My mother tells me to say mine mornings and evenings."

"It isn't always prayers. Hymns and texts mother likes me to say."

"Oh!" answered Emmy, a new thought striking her, "perhaps that was the reason why you never said cross, spiteful things like the others would have done, when they used you so bad at school."

"Yes," said Miriam, simply. "I thought, 'When He was reviled, he reviled not again,' and it made me feel I did not want to be cross." Miriam had the right idea that she could pray any-

where at any time. It is well for parents to pray aloud in the presence of their children any time during the day when there is special occasion for prayer.

In that beautiful chapter, "Home Influences," in "The Ministry of Healing," the Lord has given us this instruction:

"God has given rules for our guidance. Children should not be left to wander away from the safe path marked out in God's word, into ways leading to danger, which are open on every side. Kindly, but firmly, with persevering, prayerful effort, their wrong desires should be restrained, their inclinations denied."

"Parents, let your children see that you love them, and will do all in your power to make them happy. If you do so, your necessary restrictions will have far greater weight in their young minds. Rule your children with tenderness and compassion, remembering that 'their angels do always behold the face of My Father which is in heaven.' If you desire the angels to do for your children the work given them of God, co-operate with them by doing your part.

"Brought up under the wise and loving guidance of a true home, children will have no desire to wander away in search of pleasure and companionship. Evil will not attract them. The spirit that prevails in the home will mold their characters; they will form habits and principles that will be a strong defense against temptation when they shall leave the home shelter and take their place in the world."

Relation of Parents to Church School Teachers

G. B. THOMPSON

UNITY and co-operation are fundamental factors in making any work a success. Union is strength; division is weakness. "United we stand, divided we fall."

We can think of no line of work where union is more necessary than in that of training the youth. Between the parents and the teacher the closest union and co-operation should be maintained. Without this, nothing permanent will be accomplished. I do not understand that the church school is designed to do the work of the parent. It is not a reformatory, to which petted, spoiled, and ungovernable children may be sent to be

trained and brought into subjection. This is the work of the parents in the home. The church school is an auxiliary to the home and work of parents, and can render great assistance in the tremendous task resting upon parents to mold in their children in the midst of a wicked generation, a character after the divine similitude. The home and the school must work together. United, they become strong agencies for the salvation of the children. But unless there is co-operation in the home, the teacher will have a hard task, and but little, if any, good will be accomplished. Experience has demonstrated this repeatedly.

It is comparatively easy for parents to undo in the home the work of the best church school teacher in the denomination. We concede the fact that you have good children, better than any of your neighbors, near or far. You can see no defect in them. It is hardly to be expected that you would. Love is said to be blind. But in spite of the lovely traits of character and the sweet disposition which your child has inherited, and the excellent environment with which you have always surrounded him, it is within the bounds of possibility that in the schoolroom he might need correction.

My child?

Yes, improbable as it may seem, *your* child might need to be corrected by the teacher. If this should occur, do not lose your temper or get impatient. Do not take him out of the school, and send him to a worldly school. The following Sabbath, when you see the teacher at Sabbath school or some other service, do not frown and look black and spiteful and pass down the other aisle so you will not have to speak or even look at him — do none of these wicked things. Be a Christian. Instead of criticizing the teacher or giving the child some unwise sympathy, help the teacher in his work. Signify to your child that you entirely approve of the discipline administered, and that if it is necessary for the teacher to punish him again, you will help him.

Again: Don't censure the teacher in the home. Much of this is done, not only in the matter of church school teachers, but in that of Sabbath school teachers, and preachers also. Mealtime furnishes a fine opportunity for this evil work, as all the family are generally present then, and it is usually thought essential that they hear what you have to say about things. The spirituality of many a home has been permanently wrecked in this way. Parents, beware of this: Do not allow a word of criticism concerning the teacher to pass your lips, especially in your children's presence. Commend rather than condemn.

Your teacher is human, and you can easily see imperfections. Therefore you say, Am I to approve of everything, and say nothing? Not necessarily; but there is a right way as well as a wrong way to do this. If you have a grievance or see something which in your judgment should be corrected, go to the teacher alone. Likely he will thank you for it. Talk the matter over with him like a Christian. Do not allow yourself to gossip to others concerning the frailties of the teacher, but prayerfully point out to him wherein you think he is in error. And then in the presence of others do not stab him in the back with some unkind criticism, but be his friend; stand by him, and uphold his work. Whatever things are lovely and of good report, think and speak of these things. This will bring a blessing to you, to the teacher, to the church, and to the school. We should be as free to speak to the teacher of things that we can commend as of those we can criticize. You need not conclude that he will become lifted up with pride and fall into the condemnation of the devil, if he should hear from some parent that his work is giving satisfaction, and is being blessed of God to the good of his children.

On the other hand, the teacher should do his best to co-operate with the parents of the pupils. He should show himself worthy of their confidence, and seek in every way possible to win their love. "A man that hath friends, must show himself friendly." So far as possible he should visit the homes of his pupils, and become acquainted with the parents, and the peculiar conditions and environment of every pupil. It will help over many a hard place to have the teacher come to the home, and before leaving bow with parents and children to pray for the Lord's blessing on the home.

If suggestions are made by parents or others, the teacher should be thankful for them. The highest qualification a teacher can possess is to be teachable. If some reforms are suggested, do not regard them as criticisms. Sensitiveness

is a great evil. It is selfishness in the most malignant form. It has been aptly defined as "conceit with a hair trigger," and is equally dangerous in the teacher or the parent. This spirit of sensitiveness, of magnifying atoms till they appear as mountains, has in some instances resulted in an alienation and estrangement between parents and teachers, and practically wrecked the school.

In conclusion I urge that the love which "suffereth long, and is kind," that

"seeketh not her own, is not easily provoked, thinketh no evil," "beareth all things," "hopeth all things, endureth all things," be the motto of every parent and every teacher. Then the "peace of God that passeth all understanding" will rule in the heart, in the home, and in the school, and many of the children and youth for whom the enemy has set snares will be saved and trained for a place in the work of God. Thus the school will fulfil its mission.

Educational Items

MRS. JESSIE B. OSBORNE sends the following report of the Pacific Union Conference Teachers' Institute:

"All church school teachers were required to attend, including those who had completed the full Normal Course. No credit is given on the Normal Course for the work done in the institute, thus the standards are not lowered by approximating the regular work under conditions more or less artificial, since practice teaching cannot come in the regular way.

"The local conferences in the Pacific Union voted \$25 to each teacher attending the session, and practically all were present.

"The daily program was full, and was well attended. Three periods were devoted to instruction and exercises of a general nature, at which all were present, the remaining periods giving opportunity for specialization in method, art, and manual training, adapted to grades 1 to 10 respectively. The work in manual training and art received particular attention, the instruction being given by specialists in woodwork, agriculture, sewing, cardboard construction, primary art and handwork and general art work.

"Our teachers deeply appreciated the privileges of the institute and left it with a new and deepened inspiration to make their next school the very best, and with renewed consecration to the finishing of the work."

MRS. GRACE R. RINE writes that a very successful summer school was conducted at Walla Walla College. About sixty-five regular teachers were enrolled. An excellent spirit was manifested by all.

REGARDING the summer school for colored teachers held at Oakwood Junior College, J. C. Thompson writes:

"Thirty-two teachers were enrolled, this being the largest summer school ever held at Oakwood. In addition to several members of the school faculty, the summer school instructors included Sister C. C. Lewis of Washington, Sister Anna Knight of Atlanta, and the educational secretaries of the Southeastern and Southern Union Conferences. Not only was this summer school the largest, but judging from the work done and from the statements of the teachers and instructors, whose association with Oakwood makes them competent judges, it was also the best. During the last five days of the school an educational institute was held at Oakwood.

"On the last Saturday night of school, the Students' Association of Oakwood Junior College presented to the teachers and workers assembled the needs of the school and the plans by which these needs can be realized. A movement is on to raise \$10,000 in the field to enlarge and enhance the value of the institution. A portion of this amount has been raised, but much remains to be done."

"It is indeed gratifying to learn, from the August number of our paper, *Le Messenger*, published in Switzerland, that as a result of the decision of the Latin Union Conference Committee, a new school will be opened at Nîmes. The session will begin about the 15th of October and extend to the 15th of April, 1920.

The subjects offered and the instructors are as follows: Doctrines, J. C. Guenin; Universal History in the Light of Prophecy, A. Vaucher; Organization, L. P. Tièche; Jewish and Church History, French Language, Physiology and

Hygiene, M. Tièche. Provision will also be made for brief courses in science, geography, sight-singing, and chorus work.

The cost of room, board, and tuition is fixed approximately at 120 francs a month. Considerable attention was given to the matter of expenses, which seem very high. It was brought out by the committee that there is an educational fund for helping poor students. In addition to this, the Latin Union expressed itself as being willing to lend a certain amount to our students each year.

BOOK REVIEWS

Elements of Agriculture, by G. F. Warren. The Macmillan Company, New York, 1918; 434 pages; price, \$1.20.

A textbook suitable for use in secondary schools. The important topics covered by this book are: The improvement of plants and animals, propagation of plants, plant food, the soil, maintaining fertility of the land, important farm crops, enemies of farm crops, systems of cropping, feeds and feeding, animals and poultry, farm management, etc. The book is well illustrated. Each chapter is followed by a list of practical questions, laboratory exercises, and suggestive collateral reading.

Beginnings in Agriculture, by Albert Russell Mann. The Macmillan Company, New York, 1914; 341 pages; price, \$1.00.

A book designed for use in the seventh and eighth grades, or in the early years of the secondary school. Part I deals with the general affairs of agriculture, Part II with the soil, Part III with farm plants, and Part IV with farm animals. Each chapter contains a list of practical problems.

Applied Economic Botany, based upon agricultural and gardening projects, by Melville Thurston Cook. J. B. Lippincott Company, Philadelphia; 261 pages, 142 illustrations; price, \$1.60.

A textbook for secondary or advanced schools. The subject matter is so arranged as to serve as a guide in the study of plants, as well as for preliminary agricultural work. Part I deals with plant life, considering such topics as seeds, roots, stems, leaves, flowers, reproduction, fruits and seeds, chemistry of the

plant, plant foods, forestry, plant disease, plant breeding, weeds, and groups of plants. Part II is devoted to the important families of plants, especially emphasizing those common to the garden and farm. Each chapter contains a series of field and laboratory exercises and a list of questions. Such a work as this may well be substituted for the old type of botany textbooks.

Productive Plant Husbandry, by Kary Cadmus Davis. J. B. Lippincott Company, Philadelphia; 462 pages, 312 illustrations.

A textbook for secondary schools. It treats of plant propagation, plant breeding, soils, field crops, gardening, fruit growing, forestry, insects, plant diseases, and farm management. This work differs from books on general agriculture in that it practically omits the study of live stock, thus being able to give more thorough study to the plants and their production. Excellent field and laboratory exercises, and questions are found at the end of each chapter.

Horticulture, by Kary Cadmus Davis. J. B. Lippincott Company, Philadelphia; 416 pages, 287 illustrations.

A textbook for secondary schools. The important topics covered in this book are: Plant studies and plant propagation, vegetable gardening, orcharding, small fruits, home wood lot and forestry, soil improvement, the home and school grounds, weeds, and birds. The field covered is adapted to the needs of the average academic student. Each chapter contains helpful field and laboratory exercise and review questions.

Beginnings in Animal Husbandry, by Charles S. Plumb, second edition. Webb Publishing Company, St. Paul, Minn., 1918; 393 pages.

A textbook dealing with the common domestic animals. Some of the important topics considered are: Breeds, judging of live stock, heredity, feeding, care of animals and poultry. This book, while prepared for use as a textbook, will be found valuable as a reference book for classes in general agriculture, hence should be in every school library.

Feeds and Feeding, a handbook for the student and stockman, by W. A. Henry and F. B. Morrison, seventeenth edition. The Henry-Morrison Company, Madison, Wis., 1917; 691 pages; price, \$2.50.

A work in octavo, primarily for presenting in simple language the most important facts concerning both the feeding and the care of various farm animals. Part I, Plant growth and animal nutrition; Part II, Feeding stuffs, Part III, Feeding farm animals. This book will be a valuable asset to school libraries where general agriculture is taught.

Feeds and Feeding Abridged, the essentials of the feeding, care, and management of farm animals, including poultry, by W. A. Henry and F. B. Morrison, sixteenth edition. The Henry-Morrison Company, Madison, Wis., 1919, 440 pages; price, \$1.75.

This is an abridged edition of the larger work, and is especially adapted to secondary schools. Academies will find this book a valuable asset to their agricultural libraries.

First Principles of Agriculture, by Emmet S. Goff and D. D. Mayne. American Book Company, New York; 272 pages.

A textbook for elementary schools, dealing in a simple and interesting way with the fundamental principles of agriculture.

The Child's Food Garden, with a few suggestions for flower culture, by Van Evrie Kilpatrick, World Book Company, Yonkers-on-Hudson, New York, 1918; 64 pages; price, 44 cents.

A beginner's book in home and school gardening. The author deals in a simple and attractive manner with the garden, vegetables, flowers, preserving vegetables and fruits, and plant enemies and friends, and includes planting-tables for vegetables and flowers. Teachers in elementary schools will find this little book helpful for their students.

Physiology and Hygiene for Secondary Schools, by Francis M. Walters. D. C. Heath & Co., Boston; 432 pages.

A textbook suitable for use in the ninth grade. It introduces sufficient scientific material to make the subject both interesting and

valuable to students who have already had a course in the grades. Each chapter contains practical work for classroom demonstration and experiment.

Physiology, Hygiene, and Sanitation, by Frances Gulick Jewett. Ginn & Co.; 367 pages.

An elementary textbook written in an attractive manner, especially suitable to the upper elementary grades. Special emphasis is given to the practical phases of sanitation.

Human Physiology, by John W. Ritchie, revised edition. World Book Company, Yonkers-on-Hudson, New York, 1917; 370 pages; price, 96 cents.

A textbook for the seventh and eighth grades. It presents in a clear and attractive manner the broader outlines of the structure of the body and the laws governing its activities, especially emphasizing the principles of hygiene and sanitation.

The People's Health, by Walter Moore Coleman. The Macmillan Company, New York, 1918; 370 pages; price, 80 cents.

This excellent book is a course in personal, household, and industrial hygiene, public health and human physiology, suitable for use in a one-year course in the eighth grade or as a half-year course in secondary schools. It presents in an interesting, untechnical, and practical way, instruction which every boy and girl should have. Special emphasis is laid on the important fact that prevention is better than cure. Some of the topics covered are: Fresh air, pure water, clean milk, pure food, food values, prevention of infection, hygiene of work and play, mental hygiene, school and home sanitation, city and rural sanitation, how the body counteracts disease, etc. Each chapter contains practical experiments and test questions. The book is full of instructive and impressive illustrations. Both elementary and secondary teachers will welcome this book.

Verse for Patriots, to encourage good citizenship, compiled by Jean Broadhurst and Clara Lawton Rhodes. J. B. Lippincott Company, Philadelphia, 1919; 367 pages.

A collection of the best patriotic verse of America, including poems which have stirred the peoples of other lands who now have representatives in this country. The book is full of selections that will foster a love for good poetry. The following chapter headings will suggest something of the content of the book: "The Last War," "The Call," "Heroes," "On Land and Sea," "Dying for One's Country," "National Hymns and War Songs," "Home and Country," "The Flag of Freedom," "Peace After War," "The True Patriot." Schools will find this volume useful in connection with their classes in English.



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