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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

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

No. 4

EDITORIALS

Measures Adopted at the Biennial Council

THE Biennial Council of the General Conference Committee was held at Boulder, Colo., Oct. 8-18, 1919. Because of important world problems to be considered, local conference presidents and European representatives were invited to attend, and were present with us. It was a wonderful meeting—Pentecostal in power and blessing. It will mark a new forward movement in the progress of our world-wide work.

This Council afforded an excellent opportunity for consideration of important educational measures for the strengthening of our home base in the development of workers, and for promoting the interests of our rapidly growing school work abroad. Some of these measures are in pursuance of actions taken at our Educational Council last April, and some are entirely new. We give them here with complete for study by our readers, and shall have more to say of them in particular later on.

Educational Recommendations

Educational Publishing

In view of the fact that the Department of Education has entered upon a progressive and constructive program of developing textbooks for our schools, and in view of the many intricate details that enter into the making of textbooks from the viewpoint of author, teacher, publisher, and administration, we recommend,

1. That the Department of Education be left free, in counsel with the General Conference Committee, to place the publication of textbooks and other educational literature with such publishing houses as the conditions in each

case indicate will work out to the greatest advantage in efficiency, economy, and promotion.

Health Program in Our Schools

WHEREAS, The carrying of the third angel's message to the uttermost parts of the earth involves extraordinary demands upon the physical health of our missionaries; and,

WHEREAS, Our laboring forces in the tropical mission field often suffer loss from breakdown in health; and,

WHEREAS, Our schools are set for giving an all-round education adequate to meet the needs of workers for the world-wide field; we recommend,

2. That this Council urge upon our school boards and faculties the necessity of putting into operation as early as possible the program of health inspection and physical education provided for in our new school curricula adopted at our Educational Council in April, 1919.

3. That to assist in making this health program effective, local conferences be advised to provide, when possible, a school nurse whose duties shall include the health inspection of our elementary and intermediate schools and assistance to teachers and school boards in health instruction and in keeping school facilities in sanitary condition.

4. That we urge our medical college and our sanitarium training schools to make definite provision for qualifying nurses and physicians to connect with conferences and schools to help make effective our health program.

Denominational Endeavor and Missions

In our educational work we are making earnest effort to adapt the curricula of our schools to making good Christians of our children and to educating workers to meet actual needs in the field. We are striving to give a strong denominational mold to all the instruction and training given. In this effort we have two chief obstacles to overcome. One is a lack of

suitable textbooks. The other is a lack of having students fully instructed in the history, organization, evangelizing methods, and missionary problems in our world-wide denominational work. Our plan for overcoming the textbook obstacle is dealt with elsewhere. For instructing our students more fully on vital features of our denominational endeavor, we desire to present the following plan for your consideration:

5. That our colleges and seminaries develop a Department of Denominational Endeavor, which shall provide instruction that will adequately acquaint our young men and women with the policies and problems lying before them for the finishing of this work.

6. That to this end we suggest, (a) That each head of a department select some special phase of our general or departmental work for special study, with a view to giving one or two hours' instruction a week; (b) That our conference leaders co-operate with our schools by giving special lectures on various phases of our gospel work in the field.

7. That the General Conference Committee take immediate steps toward bringing out suitable literature of instruction on the history, organization, and methods of labor in general and departmental lines.

8. That in view of our rapidly expanding mission work and the corresponding need of increasing the force of laborers, our colleges and seminaries develop a Department of Missions, which shall provide instruction in the history of missions, including our own, in modern heathen, Catholic, and non-Protestant religions, and in the polity and problems of Seventh-day Adventist missions throughout the world.

9. That to aid in giving instruction in the missions department, the Mission Board assign as far as possible to our colleges and seminaries such of our missionaries returned and on furlough as may be qualified to serve in this way.

Foreign Seminary Policy

For the sake of a clearer understanding by all concerned,

We recommend, That the General Conference policy for our foreign seminaries in America be restated as follows:

10. The purpose in establishing these seminaries was to save our youth of foreign parentage, and to educate workers for giving the message to their own nationals who cannot receive the truth in English so well as in their mother tongue.

11. For this reason, these seminaries are not assigned definite territory for the solicitation of students, as are our English schools, but are allowed to gather in students from their own nationals wherever found.

12. Manifestly, solicitation should be confined to their respective nationalities, each seminary declining to receive students of other than its

own nationality; and furthermore only such students of its own nationality should be accepted as in the judgment of seminary representatives give promise of making workers for their own nationals, or because of limited knowledge of English can make better progress under instruction in their mother tongue.

13. To aid further in realizing the purpose of their establishment, as a rule, only teachers of its own nationality should be employed in each seminary, and so far as legal and other general conditions make it advisable, the instruction and general exercises of each seminary should be conducted in its own language.

Councils for 1920

In pursuance of the policy of the General Department of Education to hold each summer a council of teachers in some department of our college and academy work,

We recommend the following plan for 1920:

14. That in lieu of holding a second council of college Bible and History teachers, as has been previously recommended, such arrangements for further study and research work as are feasible be made by each college board with Bible and History teachers individually.

15. That the suggested council of academy Bible and History teachers be deferred till the reassembling of the college teachers another year.

16. That a school homes council be held for two weeks at some central place in the summer of 1920, to be attended by the preceptors, preceptresses, and matrons, and as far as advisable, by the cooks and stewards, of the colleges and academies.

College Institutes

In view of the congestion of work that would result from the holding of union conference sessions this winter, we recommend,

17. That the holding of college institutes recommended at the Spring Council to be held the present school year, be deferred to next year.

Relation of Our Schools to Other Educational Systems

Since the Advent Movement is distinctly spiritual in character and aims, and since one large function of our schools is to develop workers to man this movement, we recommend,

18. That our schools in every land shape their curricula and mold all their work with their eyes on the field, and with the dominant aim of making good Seventh-day Adventists and good Seventh-day Adventist missionaries.

19. That to this end, they do not follow the standards of secular and other educational systems, except in at least an equivalent in educational values, and except in so far as these standards may be definitely required by law or in so far as we may draw features of merit from them to serve our denominational ends,

Specialized Training for Mission Fields

WHEREAS, our attention has frequently been called, both by missionaries in the field and by returned missionaries, to the need of giving prospective workers a more strongly specialized training; we recommend,

20. That the faculties of our schools make careful study of the native abilities of young men and women, and give them careful guid-

ance in the selection of their work in harmony with these abilities.

21. That the instruction and training given students have as direct reference as possible to actual needs and callings in the field, rather than to the general aims of education alone.

22. That in the placing of workers in the field as careful attention as possible be given to the special previous training of the worker.

Our Task

THE recent Council of the General Conference marks the beginning of a new era in missionary endeavor. Where during the past four years the doors of opportunity have been closed, today they are open, and open wider than ever before. Countries that once resisted the entrance of the gospel now lie prostrate, awaiting the day when there may be applied to their wounds the healing balm of Gilead.

To begin this new work, required the creation of a budget unprecedented in the history of our denomination, making possible the support of a greatly enlarged army of workers. But where shall the workers be found?

While it is true that scores of consecrated men and women of the laity will respond to the call to the world task and will be greatly blessed of God in his service, we are forced to the conviction that the army of regulars must be recruited from our training schools. To these schools we must look for leaders who are qualified to direct, under God, our valiant soldiers of the cross.

This places a great responsibility upon our schools. To them is given the task of taking raw recruits — young men and women who are undisciplined and with life purposes unformulated — and giving them that preparation and vision which will make them undaunted warriors for Christ.

Never before have our schools opened with a larger enrolment than they have this year. Accommodations are inadequate, and nearly every school has been forced to enlarge its capacity. In many

an academy and college, students have gladly lodged in any quarter — attic, shop, or unfinished room — in order to enjoy the privilege of attending one of our schools.

This influx has naturally brought added responsibilities to administrators. Faculties have been forced to carry heavier burdens in administration, teaching, and discipline.

The golden opportunity is ours, and we must not let it pass. If ever we, as educators, were in need of wisdom and power, it is today. And God alone can supply our needs.

As we approach and enter the coming Week of Prayer, let us plead for an outpouring of the latter rain to soften the heart soil of our student body, to give life to the seed we sow, and to refresh and quicken our own lives.

The urgent needs should not encourage the spirit of laxity. Our teaching should be more thorough and effective. Our discipline should be such as will strengthen both the school community and the individual student. Christian activities should be encouraged as never before, setting forth their immediate and future values.

The material interests of every school should be carefully studied and analyzed, and made to lend strength to every department.

Truly we have reached the day when the following message should be both studied and realized: "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-

coming Saviour might be carried to the whole world!"—"*Counsels to Teachers*," p. 493.

Again, let us as educators make earnest supplication that we may be so used

of God "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." This is our task.

O. M. J.

The Development of Textbooks

M. E. CADY

NEARLY forty years ago Seventh-day Adventists were called to establish schools of their own for the education of their children and youth. Concerning the character of the instruction to be given in these schools, the following word was received:

"The instruction given in our schools should differ materially from the instruction given in any other school in the land. The truth of God is to give shape to each distinct branch of education."

The call to establish separate schools was also a call for a different kind of instruction. In the early history of our own schools (1891) an emphatic call was made for a different class of textbooks and the expulsion of some of the books then in use.

"There is great need of elevating the standard of righteousness in our schools, of giving instruction that is after God's order. Should Christ enter our institutions for the education of the youth, he would cleanse them as he cleansed the temple, banishing many things that have a defiling influence. Many of the books which the youth study would be expelled, and their places filled with others that would inculcate substantial knowledge, and would abound in sentiments which might be treasured in the heart, and in precepts that might safely govern the conduct."—"*Counsels to Teachers*," p. 25.

Later the following instruction was given:

"I am given words of caution for the teachers in our schools. The work of our schools should bear a different stamp

from that borne by some of the most popular of our institutions of learning. Many of the textbooks used in these schools are unnecessary for the work of preparing students for the school above. As a result, the youth are not receiving the most perfect Christian education. . . .

"The Lord requires our teachers to put away from our schools those books teaching sentiments which are not in accordance with his word, and to give place to those books that are of the highest value. . . .

"There is need of separating from our educational work an erroneous, polluted literature, so that ideas which are the seeds of sin will not be received and cherished as the truth. . . .

"We need to guard continually against those books which contain sophistry in regard to geology and other branches of science. Before the theories of men of science are presented to immature students, they need to be carefully sifted from every trace of infidel suggestions. . . .

"It is a mistake to put into the hands of the youth books that perplex and confuse them."—"*Counsels to Teachers*," pp. 389, 390.

In 1895, four years after the instruction first came to cleanse our schools from erroneous textbooks, the duty of preparing our own textbooks was plainly pointed out:

"Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity." "*Special Testimonies on Education*," p. 230.

One year later (1896) the preparation and use of science textbooks was urged upon our educators:

"The Bible is not to be tested by men's ideas of science, but science is to be brought to the test of the unerring standard.

"Yet the study of the sciences is not to be neglected. Books must be used for this purpose; but they should be in harmony with the Bible, for that is the standard. Books of this character should take the place of many of those now in the hands of students."—*Counsels to Teachers*," pp. 425, 426.

Nothing was done to provide these necessary books, and after three years of delay and hesitation, the following questions were put directly to our teachers and educators:

"Why has not appropriate matter for reading books and other lesson books been selected and compiled? Why has not the word of God been extolled above every human production? Have you thought that a better knowledge of what the Lord hath said would have a deleterious effect on teachers and students?"—*Counsels to Teachers*," p. 458.

Shortly after the year 1900 an effort was made to carry out this instruction regarding the preparation of textbooks, which resulted in providing the following series in use in our elementary schools:

1. Bible Lessons — Four Books.
2. Bible Nature Series — Three Books.
3. True Education Reader Series — Seven Books.

In addition to these, one or two other textbooks and a few teachers' manuals have been provided for the elementary schools, but only a good beginning has been made. We are at the present time very much in need of textbooks in United States history, civil government, and elementary physiology. For the academic grades we have provided two or three textbooks in Bible history and doctrines and a book in general science. For the college but little has been provided, and at the present time we

feel very much the need of good textbooks in denominational history, history of missions, general history, Biblical literature, and books dealing with the various sciences developed in harmony with the teaching of the Word of God.

It is encouraging that the matter of developing suitable and necessary textbooks received earnest and serious consideration at the recent Educational Council held at Takoma Park, D. C., April 16-21.

To some it may seem that the knowledge and skill required for the preparation and production of textbooks is wanting among Seventh-day Adventist teachers and educators. But in ancient times those who had learned only how to produce brick were endowed with knowledge and skill that enabled them to construct the tabernacle, with all its intricate and delicate structure and furnishings, with such a degree of precision and perfection that it was wholly acceptable to the divine Architect who had called them to perform their difficult task:

"Thus was all the work of the tabernacle of the tent of the congregation finished: and the children of Israel did according to all that the Lord commanded Moses, so did they." "And Moses did look upon all the work, and, behold, they had done it as the Lord had commanded, even so had they done it: and Moses blessed them." Ex. 39: 32, 43.

When the tabernacle was reared and all its furniture arranged, God gave the builders a token of divine acceptance and approval of the work of their hearts and their hands: "Then a cloud covered the tent of the congregation, and the glory of the Lord filled the tabernacle." Ex. 40: 34.

He who so minutely and fully entered into all the minutiae and details of the tabernacle and temple, naming its materials, giving definite instruction as to the construction of each part, even to specifying exactly the proportions as to size and weight of the constituents or elements composing the whole, is pledged

to aid his workmen of today in their effort to rear this educational temple in all its varied and complex features of construction, imparting wisdom and knowledge in the selection of materials, and skill in determining the proportions in which each shall be used to secure the perfection of the whole. The selection of subject matter, the arrangement in right proportions, and the vitalization

of the whole as it should be when developed into textbook form, require the wisdom and skill of the Master Teacher, and this his underteachers may have for the asking. "If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him. But let him ask in faith, nothing wavering." James 1: 5, 6.

Short Courses of Training

FREDERICK GRIGGS

OUR colleges should adapt themselves to the needs of our cause. One of these needs is the education of men and women of years and experience, to qualify them for a part in this work. We have hundreds, and probably thousands, of men and women who have passed what we ordinarily term school age, but who, with a short course in Bible and Bible history from a prophetic viewpoint, simple treatments, language, and other related subjects, would be able to hold cottage meetings, give Bible readings, and do practical soul-winning work in their neighborhoods.

These short courses may well start in the fall after the farm work is done and close before the spring farm work begins. Four or four and one-half months will provide an inspirational and instructive course for these older persons that will be of practical benefit to them. They will return to their home churches with an educational inspiration that will bring to the college younger men and women who should pursue the longer courses of study.

At first thought it might appear impossible to open these short courses on account of a lack of teaching force, as the teachers are usually fully employed. But in our colleges there are generally students of considerable experience in teaching, whose work could be so arranged that they could assist in teaching

such classes as members of the faculty could not well take.

Again some of the regular classes can be arranged to admit these special students, thus giving them good instruction, and yet not detracting from the work of the classes.

Emmanuel Missionary College last year introduced two of these courses,—a Gospel Workers' Course and a Home Missionary Workers' Course. The Gospel Workers' Course continued for one year, and the Home Missionary Workers' Course for one-half year. A number of the older students came into these courses. One of them, a man who had been a traveling salesman, was enabled to enter the ministry after his year's work. He is planning on returning and taking further work in college. Two other men entered the Home Missionary Workers' Course, one of whom has returned to school. The other is engaged in gospel work, giving his full time to it. I suppose that altogether five or six students entered these short courses last year. While the courses were of but slight extra expense to the college, they prepared persons for usefulness in our work, who might not otherwise have been interested. It would seem that much could be accomplished by these short courses if they were well advertised and if a special interest were created in them.

Educational Measurements

ELON G. SALISBURY

In the nineties, Dr. J. M. Rice, then editor of the *Forum*, became interested to learn if the public schools of the United States were producing the best students possible, and if not, wherein lay the reason. He entered upon a personal investigation of the school systems of the leading Eastern cities, preparing standard examination questions in several of the common branches, arranged to suit the various grades, which he caused to be given, under standard conditions, in the various schools. He then studied the results, and found that there was no uniformity in the work being done, and, strange to say, the length of time put upon the subject had no bearing upon the quality of the product. He was led to the conclusion that what was needed was a system of uniform standards based upon the normal achievements of the students in the various grades.

Dr. Rice's labors served as a point of departure from which many other investigators have started. The last decade has brought out many standardized tests by various authors covering the work done in nearly all the common branches and in many of the high school subjects. Standardized mentality tests have been well worked over, and are now serving a valuable purpose in determining the ability of students.

The purpose actuating the workers in the field of educational measurements is to secure a stable and scientific basis for classification and promotion of students. To this end it becomes necessary to eliminate the factors of guesswork and personal opinion; that is, to make the test as nearly as possible objective and not subjective, as has hitherto been the case. An illustration may serve to bring out this point.

Alexander Inglis sent out a set of questions in geometry to the teachers of mathematics in the Middle States and New England, asking them to rate the

questions in terms of per cent according to their difficulty. The following table shows the diversity of opinion on the part of the teachers:

Value assigned %	Number of judges who assigned value to each question										Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	
0						1					1
1					1						1
2		1						1	1	1	4
3	1		1								2
4		3						1		1	5
5	14	15	7	1	16	2	8	6	8	19	96
6	4	7	1	1	6		2	1		13	35
7	6	3	1	3	6	4	6	2	4	8	43
8	23	26	15	14	29	6	14	8	7	18	160
8.5		1					1	1	1	1	4
9	3	5	5	4	4		3	3	2	2	31
10	34	30	44	24	27	34	31	24	16	18	282
11	2	3	4	6	1	3	2	2	4	1	28
11.5						1	1	1	1		4
12	8	6	16	23	6	21	16	24	21	10	151
12.5	3	1				1	2	2	2	1	8
13	3		2	2	2	3	5	2	2	1	22
14	1		1			3	1	1	1		8
15	3	1	5	16	4	18	9	21	26	7	110
16				2		1		1	3	1	9
17						1					1
18			1	1			1	1	2	1	7
20				3		2			1	1	7
25				1							1

This table should be carefully studied for it shows how utterly at variance are the teachers in their rating of values of examination questions. The personal opinion of the teacher enters in a marked measure. If the reader will notice the reports under question VI, it will be seen that one teacher assigned the value of 0 per cent, while thirty-four assigned the value of 10 per cent and eighteen the value of 15 per cent. The "total" column shows the aggregate diversity of opinion.

This same set of problems sent to the same teachers at another time showed an entirely different array of evaluations; showing that, while the teachers varied among themselves, each teacher was subject to individual variation. The crime of forcing classes of students to conform to these changing goals is at once apparent.

The assigning of values to questions in a test is scientifically done only when the personal factor of the teacher is taken away. This can be accomplished by submitting a test to a large number of students, and evaluating the ques-

tions according to the results of this examination. In this way the mass of students for a given grade become a check on themselves and the relative scholarship may be thus well determined. This is what the science of educational measurements is attempting to do.

The set of geometry questions spoken of was given to about forty high school students of geometry, and the true relative evaluation of the various questions as shown by the ability of the students to answer them was as follows:

Question Number	Total Credits
I	187
II	191
III	135
IV	102
V	260
VI	8

VII	20
VIII	15
IX	0
X	298

This shows question IX to be the most difficult, for no credits were earned on it, while question X was the least difficult, for 298 credits were earned on it. The table of teachers' evaluations will be seen not to agree at all well with the true evaluations as shown by the results when the examination was applied.

The reader is referred for further study to "Educational Tests and Measurements," by Monroe, De Voss, and Kelly, published by the Houghton Mifflin Company. This text will introduce the subject, and will furnish a good list of books and tests in the bibliographies following the various chapters.

Bible Study and Reasoning Power

M. L. ANDREASEN

As mathematics is practically eliminated from the new course of study, its place must be supplied by something else. If I understand the Testimonies correctly, a proper study of the Bible will largely take its place. To this end I offer the following suggestions:

Our academic Bible courses have not in the past developed the thinking part very highly. It has been largely memory work. "Where did he then go?" "What did he then say?" "What next did he do?" has been the type of questions. That is, certain facts have been learned and the memory received some attention, but there has been no problem to work out, the reasoning powers have not been called into action. That may not have been so absolutely necessary in the past, but with mathematics left out, this feature must be emphasized. We must, in our Bible courses, strengthen the reasoning part more than the fact part, or perhaps I would better say, they should be developed together. We would never be satisfied with having our stu-

dents in algebra learn certain formulas by heart. Not merely must they know the answer to the problem, but the paper handed in must "show all work," how they arrived at the conclusion; each step in the process must be clear and distinct.

We should never be satisfied with answers only, we must have the process. So in Bible. It is the process, the reasoning, the thinking, more than the mere answer, that counts. Each teacher, of course, tries to remedy this in his class work, but again, the student is likely to retain only the result of the teacher's explanation, rather than the process. That is, he again gets the answer which he remembers, but the thinking is likely to be left out.

One remedy, and the only one I have to suggest apart from each teacher's doing his best, is efficient textbooks, with skilful questioning. Here is, to my mind, a distinct lack. A textbook that permits a student to get his lesson by mere memorizing is a psychological failure, unless,

indeed, that is the purpose of the course. A question must be so worded as to compel thought, not merely so worded as to compel the student to turn to a certain text and remember something. There is a certain value in mathematical reasoning that is valuable. This reasoning

we must not lose, even if mathematics be discarded. And it can be supplied in the Bible study better than in anything else I know of. Here, it seems to me, is a great field for our Bible teachers. Effort in this line will be productive of excellent results.

Brains Versus Knowledge

G. H. HEALD, M. D.

THERE has been a tendency since the *Ford-Tribune* lawsuit for the newspaper paragraphs to have fun at Mr. Ford's expense; and they have delighted to show up Mr. Ford's ignorance of some very commonly known facts. What they have not realized is that Mr. Ford is a force,—an innovator,—a molder of thought, a man to force other men gradually to come to his way of thinking. They have not realized that it is not true that "knowledge is power." Rather, power is the ability to use knowledge. There are walking encyclopedias who never accomplish anything worth while, and there are other men who could not write their own name but who have made history.

In Mr. Ford's paper, the *Dearborn Independent*, there is a "Mr. Ford's own page," in which, weekly, he gives a message to his readers. In the issue of August 30 is one on knowledge, in which Mr. Ford is probably giving an answer to those who made fun of him for saying in court that "history is bunk." Here is part of what he says:

"One good way to hinder progress is to fill a man's head with all the learning of the past; it makes him feel that because *his* head is full, there is nothing more to learn. Why, you could take a thousand men, fill each man's head full of knowledge,—so full that he could learn no more,—and even then no two of those men would be learned in the same things. Each would be calling the other ignorant. Merely gathering knowledge that other men have acquired may become the most useless work a man can do. The only fair standard by which accumulated knowledge may be judged is this: Here is a lot of knowledge. Are you capable

of learning it? If you are capable, you are an intelligent person. If you are not capable, you are not. If this or that subject were submitted to you to be learned, you could learn it. Left to yourself, perhaps, you would not learn it, not because you are incapable of learning it, but simply because it is not the kind of knowledge that your life or genius requires.

"Here is a man who knows a great deal about sea shells. There is a whole science of sea shells. This learned man is so interested in sea shells, and has gathered so much knowledge about them, that he has written large volumes on the subject. But how many even of our learned men know anything about sea shells? How many want to know? And yet—here is the point—they are capable of knowing, they would learn mighty quick if a knowledge of sea shells were of any use to them.

"All of us learn quickly the things we are interested in, the things which we need in order to do our work in the world.

"Everybody is a specialist. The baker is a specialist in doughs and yeasts and ovens. The molder is a specialist in sands and molds and iron 'heats.' The horseshoer is a specialist in hoofs and bellows and welding compounds. Our mothers used to learn more from the 'feel' of cloth than could be written in many pages. Everybody is a specialist.

"Now, just how much knowledge must be held in common by everybody, is also a matter of fashion. It is largely a matter of the class of people you want to associate with. If you trot in one class, you will discover that you are expected to be able to talk about art, and music, and poetry, and similar subjects. Thousands of people are chattering about those things who don't know anything about them at all, but they have learned the phrases, and they pass for 'educated.' A scholar of wide fame said just a little while ago: 'It is now possible in our best society to express opinions about a book without having read it, or to gabble about art without knowing a single fundamental principle.'

"People do this because it is expected of them and because it is the fashion. Most of the fads of society are intellectual fads, which change like the style of hats.

"Of course, if you want to gather knowledge like pebbles and exhibit it, all right. That is one form of human vanity. But to flatter yourself that you are learned, while the man who does not follow your fad is unlearned, is to add a vicious flavor to your self-flattery.

"The best thing a book does for a man is

to make him think. All that a school can do for a man is to teach him how to think.

"It isn't what you get out of a book, but what a book pulls out of you, that makes books useful.

"A man is like a well. There is a lot in him, if he can only get it out. Sometimes a book, or a conversation, or a course of instruction, acts on him like prining on a pump—it brings out of him what is in him. And that is all that education means."

Echoes From the Field

Expansion of Stanborough College

STANBOROUGH COLLEGE is experiencing a new lease of life and activity. The spirit of progress and an unprecedented rally of students to the school are putting the managers to their wit's end to take care of the multitude of young men and women who are pressing in for a better preparation to help finish our world-wide work. We take the liberty of copying a few paragraphs from a recent letter received from Principal Wakeham. This report sounds very much indeed like some of those from our American colleges, and we rejoice with our sister college over the water that they too are experiencing the thrill of a new era of growth and progress. The letter says:

"Last year our total enrolment was 123. We had worked hard during the summer, and knew there would be a considerable increase, but as the army still holds quite a number of our young men, I estimated that our probable attendance would be between 150 and 160. We had 178 students in the chapel on the opening day. At present there are 190, and about a dozen more are expected to arrive within a fortnight. There is little doubt that our total for the year will go beyond the double century.

"You can only imagine what this meant in view of our limited accommodation. There is not a house to be had for love or money anywhere in this vicinity. During the first fortnight of the session I spent most of my time running about trying to get furniture, which is almost unobtainable except at government auction sales. I have had to spend more than five thousand dollars in buying simply the cheapest, most essential furniture. Our hut, intended for thirty students, had forty-five in it, the beds standing only a few inches apart down both walls. One room in the college, intended to accommodate six, has had eleven

students in it for some days. Our new girls' home at Kingswood, intended for fifty, had had to put up sixty-two.

"And so it is everywhere else on the estate. We are busy fitting up haylofts over the stables and every other available corner for rooms. Two of our classrooms are still tenanted, and all of our attics. We have had to convert harness-rooms and former chicken coops into practice-rooms for our music department. It is impossible for us to carry on practical work in physics, chemistry, biology, or other sciences, as our laboratory facilities are not a fourth as large as they should be to accommodate the large classes in these branches. Had it not been for the patience and forbearance of the teachers, and the good-natured cheerfulness of the students, we should have had a very rough time indeed during this first month; but I am glad to say that there has been as yet no disaster, and as we are getting hold of new rooms little by little, the pressure is beginning to ease.

"It will be impossible for us to do satisfactory work in a number of departments this year, however, owing to lack of room and equipment. We ought to have several thousand dollars for laboratory, but I do not know where to look for it, as we have already exceeded our appropriations for equipment and other such items. All we can do is to 'carry on,' and hope for something to turn-up. Without the new estate which providentially came our way, I cannot imagine what we should have done. What we need now is a new college building proper with an adequate chapel, assembly-room, offices, classrooms, laboratories, library, etc. We can keep our present main building as a boys' dormitory, and develop Kingswood for the girls. But such a building would cost at the very least fifty thousand dollars, and another ten or fifteen thousand to equip it, and we are already straining every nerve to keep afloat financially.

"We are trying, however, to make our college work as thorough and efficient as possible, and I am glad to say that we have some excellent and devoted teachers, and a large body of students who are most loyally trying to co-operate with us. Personally, I have been too busy even

to keep my fingers on everything this year, but in spite of the very serious overstraining of our facilities in every respect, and the fact that we had a new preceptor and a new matron, I am glad to say that the college program has gone per schedule from the first day, and there has not been a late meal or a missed class."

Word from Solusi Mission School

OUR Solusi mission school at Bulawayo, Rhodesia, is the oldest one of its kind in South Africa. We are glad to receive the following encouraging word from Brother W. C. Walston, who has charge of the work there:

"We are all well here on our mission station, and our work is prospering nicely. Our school is full of students, and we are obliged, for lack of accommodations, to turn away some who would like to enter the school. The natives seem to have an increasing desire to learn, and to hear about the true God, and turn away from their heathen customs. We have a great work here in Africa, and I often wonder how it is to be completed. I suppose it is so in many other heathen countries, and the laborers are few, the same as here. We begin to realize that what is to be done must be done quickly, for perilous times are right upon us, and we need more of the power of God. I feel I must more fully consecrate myself to God, that I may be able to complete the work given me. I must have a little change and rest from the work I am doing, and then I shall be ready for hard work again."

Brother Walston has recently been granted a long-needed furlough, and will spend some time in America. Our schools would do well to invite him to visit them, and tell of his mission field experiences in South Africa.

Hutchinson Theological Seminary

THE outlook for the Hutchinson Theological Seminary for 1919-20 is encouraging. The following figures show decided growth. Last year at this time (October 7) we had enrolled 32 boys and 48 girls, besides the commercial class from the city. This year up to the same date we find the enrolment to be 59 young men and 56 young women, exclusive of the commercial class. The number of boys is almost twice that of last year. We trust we may see the same increase in the number of workers trained for service.

On October 8, the day set for the Harvest Ingathering campaign, the Hutchinson Theological Seminary teachers and students were astir early. They met at seven o'clock ready for duty so that all might get an early start, whether they were going afoot, by train, or by automobile. By eight o'clock all had left the seminary and by eight in the evening all were in the chapel, each eager to hear the report of the others. The amount collected was \$457.75.

Mount Vernon Academy

THE opening of Mount Vernon Academy the present year was anticipated with unusual interest in some respects. The young people signifying their intention of coming aggregated more than the present dormitory facilities would accommodate.

The management of the school rejoice greatly at the good spirit manifested among the students, and feel that the earnest young men and women create an atmosphere of dependability and thoroughness which will tend to bring up to a high standard others less stable.

When the day came for the Harvest Ingathering, the city of Mount Vernon was open for the student body to work. Leaders were appointed, and groups of four or five were given portions of the city. This insured thorough work and earnest effort. The home missionary secretaries of the Columbia Union and the local conference were both present to assist in the organization and work in this effort. The latter said that the school had never been able to raise as large a sum as he wished it might raise, and hoped that this year it would be able to get \$100 from the city of Mount Vernon. This effort was made very recently, so the territory has not been worked fully, but the present report shows that \$171.50 has been gathered, and the goal has now been raised to \$200.

The faculty are united in an earnest endeavor to direct this body of young people rightly, and God is blessing our efforts.

C. L. STONE, *Principal*.

THE NORMAL

SARAH E. PECK, *Editor*

“There is great necessity for making plans that there may be a large number of competent workers, and many should fit themselves as teachers, that others may be trained and disciplined for the great work of the future.”—*“Testimonies for the Church,”* Vol. VI, p. 207.

Let Us Go Back

MRS. GRACE R. RINE

WHILE this movement that we represent is a forward one, meaning continual progress and growth, and while we must constantly look forward to a higher plane and standard of work, it is also necessary occasionally to take a backward look—back to the time when we first espoused the cause of Christian education—back to the time when we taught our first Christian school—back upon our personal Christian experiences. It may be only over this past year that we need to look backward, but whatever the lapse of time since we dedicated our lives to this work, we need to compare the results of

our work then with the results now; we need to measure our progress yesterday with our progress today; we need again to read the inspired words of an inspired writer—those words picturing to us the teacher's sacred responsibilities and privileges. If, after this retrospection, we are not able to discover real growth and advancement in the things that count most, then as Christian teachers, let us go back.

Somehow I cannot but feel that in these days of better methods, more effective organization, increased facilities for work, of trained teachers and higher standards, there is danger that we may lose sight of the thing most vital and important—the work of fitting boys and girls for the kingdom of God. This



WALLA WALLA COLLEGE NORMAL BUILDING

is surely the end to which the instruction in every normal school should tend and should be the thought that every normal graduate should carry with him to his school.

It is not enough that we send out as the product of our normals, trained teachers, persons of good executive ability, real managers and leaders, masters of schoolroom technic, and good disciplinarians. This may be done by the secular

normal, but the students of our Christian normals must be all this and more. They must catch a broader vision. They must see a great work to be done by the children and youth and a short time in which to do it, and they must be actuated by a consuming desire to co-operate with God in preparing the children for their work. This desire must be accompanied by a real Christian experience and a consecrated life which will cause them to throw their energies into this work and stay by it until Jesus comes.

Why are you in the work today? And why am I in the ranks of Christian teachers? Because the Lord Jesus spoke to us through godly teachers and through that precious book "Education," causing us to see that the most beautiful thing in all the world is to lead boys and girls to Christ. Then everything else faded into insignificance beside this great work that we espoused, and we were glad to say to all the world, "I am a church school teacher." Just as long as we had this spirit, what was the result? Our students were converted, they learned to love God and to pray, to enjoy reading the Bible, to testify of sins forgiven and a Saviour's love, and thus the church school became a recruiting station for the ministry, the canvassing field, the academy, and the college. This still should be the happy experience of every Christian teacher, and the results of our work should be just as tangible and clearly seen.

Can it be that a stupor is stealing over us in these closing days of earth's history, and that our eyes are blinded to the Heaven-sent principles of education that still must be our anchor in this important work? I believe it is possible for us, as normal teachers, in these days of larger numbers, greater facilities, and better methods, to become so busy perfecting our departments to a high degree of excellence that we may fail to inspire our student-teacher with the spirit that will lead him to go to the out-of-the-way country school, to that handful of children,— anywhere so long

as it is in the Master's work. We may convert in theory, convert to the system, but not to the work itself.

Have we wandered from the old paths in our normal departments? Then, shall we not go back? Shall we not ask God for power to teach history of education, psychology, pedagogy, and methods according to his own plan, implanting within the heart at every lesson the seed we desire to have sown in the lives of the children?

I should like to incorporate in my department this year and weave into my teaching the spirit I caught at that little church school teachers' institute—the first ever held, I believe, in Iowa. I do not remember much about what we had to work with. I am sure our facilities for work were few and simple, but I know one thing: that every teacher gave his heart to God and pledged himself to the joys and sorrows of the church school teacher's life. I know that the teachers' prayer band and testimony meeting held a very prominent place, and that every week marked a real epoch in our Christian growth.

I want more of the revival spirit in all my classroom work. I want to know that every student-teacher in my department has found the Lord. No teacher should go out from our halls with a shallow Christian experience, without knowing how to lay hold on God in prayer and to lead a boy or girl to the Saviour. I feel a great desire to go back in my own personal Christian experience and revive the spirit that will really make my work effective.

This is the end to which we are working in Walla Walla College Normal. We wish to make it a real recruiting station, a missionary center to which the field may look for church school teachers who have caught the vision and are inspired by the methods of the Master Teacher.

'Tis not by guilt the onward sweep
Of truth and right, O Lord, we stay;

'Tis by our follies that so long

We hold the earth from heaven away.

— Edward Rowland Sill.

Fallen at Her Post

It is with deep sorrow that we must record the death of our dear friend and fellow worker, Mrs. Grace R. Rine. At the opening of school, Mrs. Rine was apparently in her usual health, though much worn by the heavy responsibilities that she had so long and so efficiently carried in connection with our educational work.

About the time for school to open, she was taken suddenly and critically ill, and went to the sanitarium for help. Everything was done for her that it was possible for human skill to do, and also special prayer was offered in her behalf. But all in vain. About noon of Sabbath, October 4, after a brief illness of less than two weeks, she breathed her last.

Mrs. Rine's death is a terrible blow, not only to her many friends, but to the cause of Christian education to which she had so ardently consecrated her life. She was without doubt one of the most efficient educators in our church school work. As her articles in this number of the *EDUCATOR* show, she had caught the true vision of what Christian education is — she herself had learned of the Master Teacher. We are assured that the sympathies of all our teachers go out to Professor Rine at this time.

As we bid farewell to this devoted worker, let it be to each of us a clarion call to pray for more laborers, as well as a call to a deeper consecration of ourselves to the finishing of this great work.

The Bible Story Hour

ANNA A. PIERCE

"It is the nicest work ever assumed by men and women to deal with youthful minds."—*Counsels to Teachers*, p. 73.

I wonder how many of us appreciate the great responsibility which is ours — the training of youth for the kingdom of God. Do we realize as we stand before our classes that the prime object of our work is the salvation of the children under our care?

Our daily prayer should be: "In all that I teach, God help me to guide these little feet in the paths of righteousness."

When Christ was here upon earth, he had a special interest in the children, and when certain unsympathizing disciples commanded that the children be sent away, he rebuked them, saying, "Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God."

"These little ones, by coming to Christ and receiving his advice and benediction, had his image and his gracious words

stamped upon their plastic minds, never to be effaced.

"We should learn a lesson from this act of Christ, that the hearts of the young are most susceptible to the teachings of Christianity, easy to influence toward piety and virtue, and strong to retain the impressions received."—*Testimonies for the Church*, Vol. IV, p. 142.

"The soul of the little child that believes in Christ is as precious in his sight as are the angels about his throne."—*Id.*, p. 591.

The Bible lesson is the greatest factor in making good Seventh-day Adventists of our boys and girls. The lessons outlined for our use will, if rightly taught, accomplish this work. But how shall we present these sacred truths?

The stories themselves may be told in a very interesting way. Illustrations and devices may be used to make the story more pleasing to the children. This is all well and very essential; but

unless the lesson is made to appeal to the everyday experiences of the child's inner life, unless it leads him to a real experience with God, it has failed of accomplishing the object for which it is given.

Children *do* have real, living Christian experiences. These lessons *do* have an influence on their lives, if rightly taught. But unless the teacher has a living connection with God, she cannot hope to lead the children to him.

It is possible to weave into all our stories all the doctrinal subjects for this time, as well as the practical lessons for everyday life. In presenting these doctrinal subjects the children's hearts are touched, and small as they are, they are led to search their own little hearts.

In one school a lesson had been given on "The First Angel's Message." In this story the teacher had explained to the children the work of the judgment, telling them of the books in heaven and of the work that is now going on there. She told the children that each one has a book of his own, and that his guardian angel records every thought, word, and act. Some day Jesus will look this book over. What will he find there?

The teacher made plain to the children how each day the pages can be kept pure and white by asking Jesus to blot out every sin. At the close of the lesson one little six-year-old boy arose, and with tears in his eyes said,

"I am afraid I have some past sins in my book."

A genuine little revival meeting followed, in which many of the children asked the Lord to make their records clean, and after the class some made right little wrongs that had been done before. This is what all our Bible lessons should do.

Never should a Bible lesson be attempted without first going to the Lord in prayer that his Spirit may attend the words spoken. It is not enough for the teacher simply to know the facts of the story. Every lesson should be prayerfully studied as to its application to the everyday life of the child.

We may not see the fruit of our labor in this world, but in the kingdom of heaven many a church school teacher, when asked, "Where is the flock that was given thee, they beautiful flock?" will answer with joy, "Behold I and the children which God hath given me."

The Conference Hour

THERE is no settled policy in our normal departments regarding the teachers' conference. At what hour should it be held, and how often? And what should be its purpose and aims? These questions I suppose we shall all continue to answer and work out in our own ways.

It is very clear to me that it should be a pleasure hour, an anticipated meeting, a real time of inspiration. It must often come at unseemly hours in order to avoid conflicts in program; hence the student must feel that this meeting fills a real need, and realize that it is a necessary part of his preparation for teaching. Since it is of so much importance, attendance should be required and the student-teacher graded upon attendance.

The first twenty minutes of the meeting, I believe, should be distinctly spiritual in character. This is the time for inculcating in the heart of the teacher a deeper love for the teaching profession and for the principles of Christian education. It is the time to talk about such personal things as the teacher's dress, associates, friends, and her influence in general. It is the hour for the testimony and praise meeting which should have an important part in every teacher's program.

There are many things we wish to talk over with teachers, for which there seems to be no time nor place in the regular program. I refer to such topics as morning exercises in the church

school, how to make special programs educational, junior work, State law, and certain sections of the "School Manual." These may be considered the second part of the hour.

The last twenty minutes the teachers may separate into two divisions — seniors in one class and juniors in another, — for conferences with their supervisors. Problems bearing directly upon the work of the primary teacher will be considered for those doing primary work, and those problems affecting the upper grades will be discussed with the seniors.

As our normal classes increase in size, I believe we shall need the separate conference period for seniors and juniors. Then we may adopt a certain course to follow out each year without duplicating the material given. In this way we could relieve some of the congestion in our normal courses by transferring certain phases of normal work to the conference hour. At present, however, with the small class I like the procedure here outlined.

The following are expressions of teachers regarding their impressions of the conference hour:

"I have often asked myself, 'What should I have done without the conference hour?' It would have been like a Sabbath school without a teachers' meeting."

"My desire to teach a church school is always intensified at the teachers' conference."

"While every part of the conference hour is helpful and instructive, I always looked forward to that part of it which dignified the work of the church school teacher, and gave me a deeper insight into the principles of Christian education."

"The influence of the teachers' conference always followed me throughout the week, and made me a better practice teacher."

"The inspiration received there, is, perhaps, the strongest tie that binds each teacher's heart to the conference hour."

G. R. R.

Is It Necessary to Conduct a Class in Teachers' Reviews?

I OVERHEARD the president of a State normal two summers ago say to a student, "If you have come all the way to this normal to have us teach you eighth-grade grammar, you have come to the wrong place. You could have sat under a shade tree at home and studied that for yourself."

We are not conducting any classes at all in Teachers' Reviews at Walla Walla Normal, and the plan works fine. The time for examinations in certain subjects is announced long enough before to give ample time for preparation. The student is required to pass a grade of 90 per cent in every common branch before being granted his grade in Methods II. If he does not make the grade at the first examination, he may try later in the year, but it must be a result of his

own study and preparation. He is assigned no practice teaching in those subjects in which he has not passed this 90 per cent and in which he has not had methods. This year our junior class will also be expected to make this grade in all subjects in which they do practice teaching. Experience has proved to me that students do more independent thinking and more real study, working on this plan than when a class is conducted for teaching them the common branches. If they know this is expected, students will study during the summer. A prospective senior wrote me last summer, "I am spending my vacation studying on the common branches." Such students certainly make the most desirable members of our methods classes.

G. R. R.

How May We Increase Our Normal Enrolment?

CHRISTIANA TREFZ

WITH the growing demand for qualified Christian teachers there is placed a heavy responsibility upon the normal departments of our colleges. The output of trained teachers is far too small to meet the present needs, and unless the attendance at our normal schools is greatly increased, our field superintendents and secretaries must altogether too often continue to use untrained young men and women, when our boys and girls ought to have teachers with the very highest qualifications.

There are three classes of young people we ought to reach and draw into our schools for training. There is the high school and academic student who is just finishing his course, who has talent in dealing with children and who has given no special thought to preparation for the work of teaching. Such students need direction and advice from some one, and with proper encouragement, many would become enthusiastic students in our teachers' training department.

Then there is the church school teacher in the field who has not had definite training for her work, but who, with proper preparation, could much more effectively help to build up God's work. She should be encouraged by some means to become a student in one of our normal departments.

The third class I would speak of is the Adventist teacher who is engaged in public school work. Many of our young people are giving their talents and energies to the world's work, who ought to be aiding us in raising higher the standard in our own work.

How may we give these various classes the needed encouragement and draw them into service in our own work? There are a number of strong factors in bringing this about. The minister in the field should be one of our strongest helpers. He is constantly brought into touch with young people in an advisory

way. As he talks with them personally and as he presents the truths of our message to the churches, he should be so intelligent regarding educational work in general, and with our normal training departments in particular, that he can turn toward this work many who have talent for teaching.

As normal teachers we should find opportunity to talk with our field workers about our plans for training church school teachers, for the closer acquaintance they have with our work, the more intelligently can they present its value to our young people.

Our conference educational superintendents and our union secretary may be of special help in filling our normal departments, and there should be a very sympathetic feeling between these workers and the training school.

Then there are great possibilities in camp-meeting work. The normal exhibit should occupy a prominent place, and our normal teachers should seek out young people for personal conferences. Many are only waiting the invitation, and would enter school if ways and means were suggested.

Educational Days in the different churches, at which time the urgent need of trained teachers is considered, present opportunities for securing normal students.

But perhaps the largest responsibility of increasing our normal enrolment rests with the normal student in attendance. It has been demonstrated that there is real power within the student body to bring about great results. Whatever a student undertakes he usually carries out, as is illustrated by the work of our student associations in raising money for our schools. The normal student may use his power just as effectively in bringing others into the department. Why not encourage his assistance?

Our plan at the Walla Walla College Normal is to send out what we call our

"Normal News Notes" every six-weeks period. These notes are sent to any one who we feel should be in training for this work. The notes contain interesting bits of information concerning our department. Its aim is to keep the person who is receiving it in the field in touch with what we are doing at the normal; and by continually keeping the department and its interests before him, we hope sooner or later to enroll him as a student. A committee may be ap-

pointed to gather these notes and make them up in the form of a letter. It may be read at the teachers' conference, and additional notes added. Then several copies may be distributed to each teacher who will be responsible for seeing that they are mailed to friends who ought to be looking toward the college. We are hoping that the combination of factors mentioned will bring us the suggested number of fifty students for our department here the present year.

Help the Children Establish Health Habits

GRACE R. RINE

WE all desire to establish habits of cleanliness in our children, but it is not always possible for us to follow up our instructions and see that they are carried out in the home. The Anti-Tuberculosis League helps us to do this. If children conform to certain rules of cleanliness for a certain number of weeks, they are enrolled as members of the league. Then if they live up to these habits for seven weeks after becoming members, a button is presented to them. If continued in for ten weeks, a pin is then presented, and if for fifteen weeks another pin is given. The pins are of no value in themselves except as they stand for clean habits of living inculcated in boys and girls. These habits include taking baths, washing teeth,

washing hands before each meal, breathing deeply, sleeping with windows open, sleeping a proper number of hours, and many other habits that we desire our boys and girls to form. The children keep their own records and bring them to their teachers signed by their parents. The teacher then presents the pin.

We find boys and girls who are acquiring permanent health habits by this means, and many parents appreciate what the school health instruction is doing for their children at home.

Recently a father said to me, "I have no trouble any more in getting my boys to wash their hands before coming to the table." That is a part of their health requirements and they cheerfully comply.

Are All the Children In?

ARE all the children in? The night is falling,
And storm clouds gather in the threatening
west;

The lowing cattle seek a friendly shelter;
The bird hies to her nest;
The thunder crashes; wilder grows the tem-
pest,

And darkness settles o'er the fearful din;
Come, shut the door, and gather round the
hearthstone:

Are all the children in?

Are all the children in? The night is falling,
When gilded sin doth walk about the streets.
O, "at last it biteth like a serpent!"

Poisoned are stolen sweets,

O mothers, guard the feet of inexperience,
Too prone to wander in the paths of sin!
O, shut the door of love against temptation!
Are all the children in?

Are all the children in? The night is falling,
The night of death is hastening on apace;
The Lord is calling, "Enter thou thy chamber,
And tarry there a space."

And when he comes, the King in all his glory,
Who died the shameful death our hearts
to win,

O, may the gates of heaven shut about us,
With all the children in!

— Elizabeth Rosser.

THE HOME SCHOOL

“ For the first eight or ten years of a child’s life the field or garden is the best schoolroom, the mother the best teacher, nature the best lesson book.” —
“ *Education*,” p. 208.



This section of the EDUCATOR is devoted to the education and training of children under proper school age. Many God-fearing, conscientious parents desire to heed the instruction the Lord has given on this point, and to such we hope these pages will bring encouragement and definite help. A number of *real* parents who have successfully carried *real* children through this important time, will relate *real* experiences. They may tell where they wish they had done differently, just to keep others from making the same mistakes. The editor welcomes contributions from all who are endeavoring to follow God’s plan in this matter, and invites questions from others who are seeking the right way.— EDITOR.

Nightfall

BUSY Mother Nature put the sun to bed,
Tucked a rosy pillow underneath his head,
Sent the winds of evening climbing up the sky
To bring back the sunbeams lingering on high.

Then in cloudy purple came the gentle night,
And a host of star-eyes crowded into sight.
Once again they gathered in the heavens deep,
Watching Mother Nature rock the world to
sleep.

— Florence D. Snelling.

A Busy Mother’s Home School

MRS. H. C. LACEY

A FEW weeks ago while in a large department store in an Eastern city, I noticed a little girl about six years old so absorbed in a book that she was quite lost to her surroundings. I was curious, and glancing at the page, I found that she was poring over a volume of those hideous and sometimes almost coarse cartoons, “Bringing Up Father,” that have been running through some of the Eastern newspapers. I could but wonder what her future tastes in reading will be.

Truly there is much trash in the children’s book world, but happily there is also much that is good, much that busy mothers can use in their home-school work. May I tell you how, by a careful choice of books, we helped our youngest boy to conduct his own education until he was nearly ten years of age?

One of the first little books he had after he had learned to read was a history of England (we were living there at that time) written for very little peo-

ple. It was in rhyme, was printed in large, clear type, and gave only outstanding stories of English history, as King Alfred and the burned cakes, King Canute and the waves. He read and reread this, until he knew it almost by heart; and by that time he was ready for a more difficult book. Then came "Our Island Story," quite a complete child's history of more than two hundred pages, illustrated in color and printed in clear bold type. This book was read many times, and was followed by Dickens' "Child's History of England." These books gave him an excellent foundation for future building.

In addition to this, he read all the historical part of "The Great Controversy," and I read to him those interesting chapters in D'Aubigné's "History of the Reformation" that deal with Luther and his work.

In his geography lessons he began at what was then his home, the British Isles. His book was written in story form and told of the journeyings of a little boy with his uncle, first by water around the isles, then by land through England, Ireland, Scotland, and Wales. They visited the highlands, the lakes, the rivers, and the cities, and took note of the industries and products of the four countries. This book was profusely illustrated in color and had maps on which to trace the journeys. To get farther away from home I had him use maps in locating homes of our missionaries, and cities and countries mentioned in the daily news. When the Balkan war broke out, we followed the advancing and retreating armies as given in the papers, and I read to the children Sir John Foster Fraser's book, "Pictures from the Balkans." He would often take down the volume of maps from the encyclopedia case and pore over the maps of certain countries. Thus he became familiar with outstanding geographical features of the world.

As soon as he was able to comprehend

its contents, we put a primer on physiology and hygiene into his hands. When he had read this over and over again, we gave him Mrs. Vesta J. Farnsworth's book, "The House We Live In." He came to me in high dudgeon one day with the morning paper in his hand and pointed to an advertisement of a "hygienic" corset. "Mamma," he said, "every physiology I have read — and I have read two — says corsets are *not* hygienic!" The seed had fallen on good ground!

In science he read through quite a large volume, Harmsworth's "Popular Science," written in very readable style. Much of this was too deep for him, but he picked out salient facts and enjoyed the book all the more when he reread it as he grew older. We always emphasized the *reread*, for a child must *live* with a subject and not dismiss it after the first reading.

One day while I ironed we discussed this book, and he went over the various section headings. "The last section, mamma, is on eugenics," he said. What he got out of that I am sure I cannot tell. Prob-

ably nothing more than the meaning of that word.

In arithmetic he was well grounded in the four fundamental operations. He did many of my shopping errands, always adding up the cost of the various items and counting out the change. He came to be quick and accurate in reckoning the awkward pounds, shillings and pence. He learned the multiplication table to the 20's, and used them in practical work.

He read Bunyan's "Pilgrim's Progress" twice and "Grace Abounding" once. Many of the allegories he was too young to understand, but mental pictures were formed that will always be vivid. "Tales from Shakespeare," by Charles and Mary Lamb, was read many times, until he was able to repeat sentences and even paragraphs verbatim.



KENNETH

His vocabulary improved perceptibly. He particularly liked "The Merchant of Venice" and was interested in the fate of the avaricious Jew.

For general-information reading we subscribed for a most excellent magazine for children. I have before me an old copy containing the following articles and many more:

"The World That Was Late" (the story of the finding of Neptune); "Flowers That Keep Late Hours;" "A New Idea About Insects;" "What You Should Know About a Machine Gun;" "How Things Are Done;" "How Nature Works at Panama;" "Is the Exploring Work of the White Man Nearly Done?" Each copy contained a "Garden of Verses," and a "Picture Gallery" containing pictures by famous artists, with a brief explanation of each one. There was also a "Little Paper," giving briefly, and in language a child could understand, the news of the month.

I came better to appreciate what the magazine meant to him one day when we visited the British Museum. Soon after entering, we came suddenly on two huge winged bulls brought from some old excavated temple in Assyria. This conversation ensued: "Oh, I know what they are." "Yes? And where did you learn that, my boy?" "From the *Children's*

Magazine." This conversation was repeated many times as he recognized among other things the beautiful Elgin marbles, the Rosetta stone, the Portland vase, Nebuchadnezzar's library, and the statue of the Pharaoh of the oppression.

"Very desultory methods," do you say? They truly were, but I was a busy mother carrying on work outside my home. Notwithstanding, at the end of his first year at school, he had finished the fifth grade creditably, and, to my joy, his teacher told me he was the best-informed child she had ever taught, there being no subject she brought up about which he did not know *something*.

In some things I failed ingloriously; for example, art. Having no artistic ability myself, I thought I could not teach him. But I know now from the experiences of other mothers that I could have done so. My regret at not having known of these experiences in time, and my appreciation of the help they have been in other lines, have prompted me to comply with the request of our editor, and give you this — my experience in letting good books do for my boy what I had not time to do.

Takoma Park, D. C.

[Look for an article in which Mrs. Lacey will tell us how Kenneth learned to read and how he learned his multiplication tables.—Ed.]

What I Learned from My Pupils

MRS. H. A. WASHBURN

"PARENTS should be the only teachers of their children until they have reached eight or ten years of age."—*Christian Education*, p. 8.

"The only schoolroom for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery."—*Id.*, p. 9.

"Small children should be left as free as lambs to run out of doors, to be free and happy, and should be allowed the most favorable opportunities to lay the

foundation for sound constitutions."—*Id.*, p. 8.

When I was teaching school in the early days of our church school work, the truth of these statements became firmly fixed in my mind. Into my primary room there came two boys whom I wish to describe.

The Lesson Reuben Taught Me

One of the boys I shall call Reuben. He was fourteen years old. He had never been to school before, his family

having lived on a farm away from any school. His busy, faithful mother had done all she could for Reuben. She had given her time to *read* to her boy. But, though Reuben could read very little, he was a boy who could do things. He had a large vocabulary, and could talk intelligently about his work. When he came to school, it took but very little effort to help him in his reading and spelling. In a few months he was doing fourth and fifth grade work. Soon he was in the sixth.

What lesson did I learn from this pupil? O, mother, *read* to your child, and don't send him to school too young!

The Lesson Walter Taught Me

I shall call the other boy Walter. He was eleven years old, but had never been to school. He had been taught to work. His body was straight and strong; his complexion was ruddy; and he had clear, blue eyes.

How quickly he learned to read! What a pleasure it was to him when he could read the first chapter of Genesis in his new Bible. Only a few weeks and he was doing third-grade work, and soon he was in the fourth.

What did I learn from this pupil? O, mother, don't send your children to school too young. Let them be free as

the lambs to develop physically. Then they will have strong bodies to support their active brains. I also learned that the mind of a child of ten is more capable of understanding than that of a child six years old, hence he can more quickly cover the first three grades.

You say these were unusual cases. So they were. But from them I learned my lesson. When our little girls came into our home, I decided to carry out the instruction of the Lord, and not send them to school until they were eight or ten years of age. This was rather a difficult task in my case, since I live only a short distance from one of our good normal schools, and my little girls were the only ones of their age who did not attend.

A Six-Year-Old Child

I was interested in one little neighbor girl, a delicate child of six years who started to school. At first she was delighted, but after a few weeks she said, "I don't have a minute to myself. I must do what the teachers say, all the time."

Do you not hear in these words the *plea* of the child to be as free as the lambs, to have time to be original, and work out *his own ideas*? Let us give the children a chance, mothers.

St. Helena, Calif.

Rounding the Young Lives

Two young mothers were having a heart-to-heart talk. "My girlhood was spent altogether too seriously," said one. "Being ambitious in school, all my efforts were devoted to study. I had neither time nor strength left for recreation. I am determined that my child shall not go to extremes in a desire for education. I want her to have fun, and plenty of it, so that she can look back, in later life, to something besides well-worn textbooks."

The other woman seemed surprised.

"I am eager," she said, "that my child shall not waste time as I did. When I review my young life, I am shocked at

the way I neglected countless things worth while in my quest for social pleasure. Books were abhorred. I know that I should be a more intelligent mother today had I properly valued and taken advantage of the opportunities for study which were mine yesterday."

Any extreme in the development of young lives should be patiently and skillfully avoided. Finely poised people are those that the world most needs. They are rare. The high privilege of fostering a splendidly rounded manhood and womanhood for tomorrow, rests with the mothers of today!—*American Motherhood.*

Helps for Our Schools

The Daily Register

THE revised "Daily Register and Record Book," which came from the press in October, contains several additional pages. Two of these pages, 4 and 5, give a sample record of attendance fully made out. This will be a guide to teachers just beginning their work, and may be a help to others in satisfying themselves that their record is correct.

Page 18 gives directions for making seat plan on which to keep an up-to-date record of the seating of the pupils. This record is invaluable to the superintendent, and will be appreciated by all visitors.

Page 25 is the "Teacher Efficiency" page. It affords opportunity for each teacher to locate his weak points, and make such record of them as he may see fit for future improvement. All points of efficiency are classified under ten large points as follows:

1. Spiritual Atmosphere of School
2. Discipline and Order
3. Neatness and Care of Room and Premises
4. General Schoolroom Management
5. Personality and Health of Teacher
6. Professional Efficiency
7. Physical and Industrial Education
8. Recitations and Progress of Pupils
9. Records and Reports
10. Outside Influence of School

This classification will make a good basis for a superintendent's visitation blank, which has already been requested.

In addition to the page "Register of Visitors," there is also a page headed "Families Visited."

The last six pages are three report blanks which are to be detached at various times during the year. *First*, the teacher's report to the superintendent at beginning of school; *second*, the record of conference examinations and report of same to the conference superintendent; *third*, the final report of the teacher

to the school board. This last record and report, if carefully filled out at the end of the school year, should entirely do away with the defeating necessity of pupils and teachers having their work delayed for from three to six weeks at the opening of each school year, because textbooks and supplies are not provided promptly.

Pupil's Daily Class Record

Every careful and thoroughly efficient teacher keeps a record of each pupil's class work. Sometimes class books are used for this purpose. But it is generally conceded that individual cards are more convenient and therefore more efficient. One card keeps one pupil's record in all subjects for six weeks. We are sure that our teachers will appreciate this help. Price, 75 cents a hundred.

Parent-Teacher Association Membership Cards

These are neat little cards to help in organizing our parents and teachers into bands for the purpose of uniting the forces of the home and the school in behalf of our children. An effective organization is always an important factor in the success of any undertaking. Price of the cards, 1½ cents each.

About the time this number of the EDUCATOR is off the press, other helps will doubtless be ready, namely:

1. The Normal Student's Plan Book
2. The Normal Student's Record
3. Record Book for Secretaries of Church School Boards
4. Record Book for Treasurers of Church School Boards
5. The Elementary Curriculum Manual

For the purpose of saving further delay on these helps, the Pacific Press has kindly consented to fill orders direct. All orders should, however, be placed as usual through the church missionary secretary.

OUR QUESTION BOX

1. THROUGH whom should a teacher resign, the school board or the conference superintendent?

We should certainly hope that the resignation of any teacher during the school year would be a very rare occurrence. This seems too much like the man who having put his hand to the plow, looks back. But if conditions should arise that make a resignation of the teacher imperative, then both the school board and the superintendent should be notified, and no action should be taken until there is opportunity for full counsel. "The school board shall advise with the superintendent in the selection of a teacher." "No teacher . . . shall be employed or dismissed . . . without the counsel and consent of the superintendent."—*School Manual*, p. 46, pars. 3, 4.

2. How would you handle complaints from parents who never visit the school to find out for themselves how the work is being conducted?

"If Mohammed will not come to the mountain, the mountain must go to Mohammed." It is often very difficult for busy parents to visit the school, and while we wish there might be a closer bond of co-operation and sympathy, it is unquestionably a part of the teacher's duty to visit the homes of the pupils.

These visits by the teacher before opportunity for complaint has time to arise, will usually prevent the evil. But if not, a friendly visit from the Christian teacher ought to be sufficient to explain any unfortunate condition. Never make a visit of this kind without earnest prayer that the Holy Spirit may go before you and be with you. The children should not be present during the discussion of school difficulties, unless it be for a moment to secure some bit of needed information.

3. If school should be closed for a time, and the teacher's salary continued, should the board feel free to ask the teacher to do any work during that time in the interest of the school, or is the teacher free to spend the time as she thinks best?

If the school is closed for the purpose of vacation, the teacher probably needs most of the time for rest, that she may more effectively carry forward her work when school reopens, though most teachers, as a matter of fact, do spend a part of such time planning lessons, visiting homes, or otherwise working for the school. If the school is closed for any other reason than regular vacation, and the teacher is drawing salary, there would seem to be no question but that the teacher should cheerfully co-operate in any plans of the school board.

BOOK REVIEWS

Thrift and Conservation—How to Teach It, by Arthur Henry Chamberlain and James Franklin Chamberlain. J. B. Lippincott Company, Philadelphia; 272 pages. Price, \$1.50.

The authors set forth in an interesting and instructive manner the needs for thrift teaching, practical applications, and possible classroom teaching. Distinction is carefully made between true and false economy. Emphasis is laid on the important principles of personal, community, and national thrift and conservation. The recent war has taught many valuable lessons which should be practised in times of peace also.

Teachers will find many helpful suggestions which will be useful in their work.

The Vocational-Guidance Movement: Its Problems and Possibilities, by John M. Brewer. The Macmillan Company, New York. Price, \$1.50.

This book sets forth the principles of the vocational-guidance movement, thus enabling persons to choose, prepare for, enter into, and make progress in occupations. It especially emphasizes the topics: (1) Laying a broad foundation of useful experiences; (2) Studying occupational opportunities; (3) Choosing an occupation; (4) Preparing for the occupation; (5) Entering upon work; (6) Securing promotions and making readjustments.

The appendix contains a complete bibliography on the subject discussed.



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