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The JOURNAL of TRUE
Education

W. HOMER TEESDALE, EDITOR
HARVEY A. MORRISON *Associates* JOHN E. WEAVER

What Is True Education?

The Editor

FOR more than sixty years, Seventh-day Adventists have had very clearly defined ideas of just what should be included in an education meant to fit men best for the fine type of service to which the church was calling them. The years have not dimmed the vision, but like a tapestry weaver with a design, or an engineer with a blueprint, who would put his guide in his pocket and work without constantly following it, we have at times produced a fabric or structure unlike the pattern. Occasionally we have sat down to a study of the plan and have risen up to praise it, but not always to work it out in brick or mortar, or in carefully trained and adequately paid instructors.

It should not be necessary for us who have had the way marked out so clearly and for so long a time to look to others for instruction. While we have slept over the beautiful pattern, men have worked out parts of it in other places, and we have awakened to find that in many ways we have been widely excelled, not in purposes or in spiritual uplift, but in educational opportunities and achievements. Our approach to this very important work has been earnest but not always thoughtful and practicable.

But this is not the time or place to condemn all that has been done or attempted. We would not attract attention by a hue and cry against the sincere efforts of the scholars of our years to solve the educational problem. We may well erect a beautiful chapel with appointments of comfort and cheer before pulling down the polluted temple in which men move to the worship of this or that false god. We can much more profitably study what is right with education than what is wrong with it. The ancients said that when Jove carved the geniuses, he made critics of the chips.

In this much-bewritten subject of education, it would be hazardous to attempt an entirely new definition of it. Some think it is the mastery of the intellectual gifts of the ages. Others insist that it should be a preparation to do the practical things of the average life. Still others say it must fit largely for lives of contemplation and reflection. Nothing, perhaps, could more accurately fit the modern emphasis given by educational leaders to the life-centered curriculum, than to repeat what Ellen G. White said thirty-five years ago, that true education "is the harmonious development of the physical,

the mental, and the spiritual powers."

No part of this educational triad may be underdeveloped. As a man halting, with one leg shorter than the other, educators have tried too many times to make progress with only one or perhaps two of the supports of education properly developed. It would be hard to imagine a normal development of the student with only the physical and intellectual qualities trained and no attention given to the character. Parts intended to carry only one third of the load but supporting one half of it, become the ludicrous malformations seen in the educational world at times. The healthy student will certainly not be all head, nor all hand, nor even all heart. There must be maintained a delicate balance as of our physical bodies by the inner ear. If the teacher will keep the inner ear of the soul attuned to the "still small voice," he will hear it directing him in the way which he should go. If he stands still then, he will be inexcusable.

Those who would learn what true education is, must study the enduring principles of truth. They will not permit the multitude of opinions about education to sweep them along in an endless flux and flow. They will stand on the rock of truth, knowing that mere opinion is what men have amassed about truth, and bears the filter marks of blood, of native soil, of newsprint, and of money.

Large schools enrolling thousands of youth offer many courses to develop skills in industrial activities. Teachers would fit the hand to do the work it finds to do, and at the same time make sure that the work fits the hand. As Phillips Brooks prayed for powers equal to his tasks rather than tasks equal to his powers, the student is taught to shape his interest and skills to the work he is likely to do best. As a people we believe in individual differences and in the Scriptural statement that to every man has been committed a definite, particular work

which he can best perform for his fellow men and for God. Here is the whole scheme of guidance and adjustment, and plenty of work for the vocational guides of the day. Solomon wisely said of the spider, She "taketh hold with her hands, and is in kings' palaces."

Since the individual's work by divine plan is different from all others, his preparation, based upon a unique background and personality, will also vary from that received by others. It will be perfectly balanced and proportioned, whether for life in a shop where opportunities for spiritual work are limited, or for that of the aggressive conference leader. Each worker should be trained to succeed in the field of his choice. The material success of the one will provide means with which to promote and support the gospel work of the other.

Cold, brutal statistics might decree that the shop worker should receive all his skill in the mechanical world and have no contact with his brother of different interests. Special provisions should certainly be made for each, and care should be exercised to keep the curriculum balanced. The church may well consider the strengthening of vocational training in the schools, where the various powers should be harmoniously developed.

The true student is alert and knows what is going on in the world about him. In these years he must be a student of the social sciences, and a reader of international news. He cannot be a hermit, but must struggle with his problems in the sweat and dust of the arena of practical life. The armor cannot be laid aside at the end of a four years' course or even after graduate work. The conquest goes on through the years, punctuated with little acclaim from the crowd, but brightened now and then with flashes of victory, and sustained with the consciousness of progress. With a true spirit of inquiry, of unsatisfied investigation, and

of wise open-mindedness, the Christian student has a wide field for study.

That must not mean that improved libraries or certificated teachers will be offered as a substitute for the deeply spiritual development so necessary to fit men who are already in possession of the physical and intellectual essentials, but that they will constitute a powerful supplement to it. Neither should it mean that because a man is successful in industry or distinguished in intelligence, he is unfaithful in the spirit. The same source of instruction that emphasized the place of spiritual interests in education, has given this word regarding intellectual qualities: "Higher than the highest human thought can reach is God's ideal for His children." And of success in business: "The desire to accumulate wealth is an original affection of our nature, implanted there by our heavenly Father for noble ends."

More important than the fact in mind or skill in hand is the impulse of heart. This impelling, sustaining force, this mainspring of action, this womb of interests, ideals, and purposes, is most important in a world of many important things. Where men cannot weigh the imponderables, or handle the intangibles, or fathom the immeasurables, there, in the realm of the spirit, must arise the power to send the youth forth to great living. In contact with the Master Teacher, a vital regenerative force will come into their lives that will strengthen them even at the end of the earth as they

preach the gospel and lift their fellows. They may go, as many have gone, with hearts aglow with zeal for God and truth, and with a passionate love for the lost, to inflame for God a world that lies a dying ember in the ashes of suspicion, hate, and selfishness. Theirs will be a true neighborliness, not idealistic but practicable, a kind of brotherhood that will lift the fallen, strengthen the weak, inspire the hesitant, and bring deliverance to the captive in mind and in spirit.

True education gives no place to an inferiority complex that would bring all down to a low plane of thinking and living, or a superiority complex that would forbid any climbing, or an intolerance that would clip off all heads that dared to rise above the sordid, dead level. It gives might commensurate with the tasks in hand, and guidance to a mind stimulated to fullest activity. It helps to develop a character that fits the individual "for the joy of service in this world, and for the higher joy of wider service in the world to come."

Having accustomed themselves to wearing the armor of the Christian warrior, these Christian students go forth bold for the right, positive, aggressive, rightly poised, and able to lead others in the way of life. With brawn and nerve of heroic quality, in full possession of their own souls, and masters of their trained minds, students with a true education leave their schools braced, seasoned, and ready for great achievements.

Our Program of Christian Education

J. Lamar McElhany

PRESIDENT OF THE GENERAL CONFERENCE

SEVENTH-DAY ADVENTISTS live and work under the fundamental conviction that in the order of God they have been given a program to carry out, a definite mission in the world to fulfill. This program was laid out from the beginning by the Founder of the church Himself. It was to continue through the ages, but was to culminate in the definite preaching of the second advent near at hand, and was to be brought to an end by the personal coming of Jesus. The church has no mission apart from the proclamation of this Scriptural doctrine, and all its work is to be done within the framework of that doctrine.

It is a recognized principle, which amounts to almost a truism, that the whole includes all its parts. If Christian education is to be a part of the second advent movement at all, its program and all its objectives must be a constituent and working part of that larger program of the entire church. In fact, it is not too much to say that the work of Christian education among Seventh-day Adventists was called into being by the very necessities of carrying on effectively our world program.

The outstanding need of this program that Christian education is to serve, is twofold—to save the children and youth to the church, and to train them as workers to proclaim the distinctive beliefs and teachings of the advent message. It is the need of this very work that called our schools into existence, and this is still, and always will be, paramount to every other consideration. We have a large and growing body of young peo-

ple, and a program that covers the breadth of the earth. The two must be brought together, and constantly kept together, if our objectives in it all are to be achieved.

There is no field of endeavor in which we need a more highly developed sense of values, than we need in our educational work. We have been given divine standards by which to measure these values. The responsibility lies directly on the shoulders of our educators to demonstrate these values in the actual work of our schools.

But let me say seriously and earnestly, that our leaders cannot give such a demonstration if they look to the world for ideals and principles in education. The schools of the world are utterly inadequate to accomplish our objectives in the education and training of our youth, or in the preparation of our teachers to do their work up to the standards called for in the advent movement. This fact was made clear to us in the writings of the Spirit of prophecy over thirty years ago, in words that never could have been written without the aid of inspiration:

“Philosophical speculation and scientific reasearch in which God is not acknowledged are making skeptics of thousands. In the schools of today, the conclusions that learned men have reached as a result of their scientific investigations are carefully taught and fully explained, while the impression is distinctly given that if these learned men are correct, the Bible cannot be.”—*Counsels to Teachers*, p. 377.

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Is Christian Education Justified?

Harvey A. Morrison

SECRETARY, DEPARTMENT OF EDUCATION

NOTHING under the hand of man is perfected. All human endeavor is constantly undergoing efforts for improvement. Christian education has been given us as a divine plan; yet its accomplishment is entrusted to human hands. The plan is therefore open to consideration for improvement and adjustment. Continuously should the measure of the true pattern be applied to that which is actually being done.

For the past score of years education in general has probably received more attention than it did in several preceding centuries. Whether this attention has brought changes that will result in marked improvement remains a debatable question. Many very fine methods have been developed, which under ordinary conditions, no doubt, would have brought about noticeable changes for the better. But we are not living in ordinary times. It is difficult to measure the benefit of improved methods in education. When the test is placed upon the result, it may be shown that the youth has a better understanding of the social sciences, of chemistry, or of biology than had the youth fifty years ago. It may be he can absorb more content in less time than could the youth a half century ago.

Education in general has developed in abstract knowledge and concept far beyond its development in understanding of human relations and man's responsibility to society and to his fellow man. On the part of certain educators there has been an attempt to overcome this fault which is so noticeable in modern education. Changes in form and in

the mechanics of education have been suggested, that childhood and youth may become less self-centered and in all their thinking give consideration to the rest of the human family. It is difficult to say what success has been achieved in this line, but it is evident that we are not progressing toward a utopia at any high rate of speed.

The fact that our prominent educators of the world recognize this need and have undertaken to find some plan which will supply it, should be a revelation and a real argument for Christian education—at least to those who understand its purpose and meaning.

"It is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind, and soul with soul. It is only life that can beget life." This gives the correct view of the meaning of "true education." It deals with the whole of man. It has its center in that energizing factor that can be fully realized only by one whose life is in tune with the Divine. The real purpose of education is to inspire man to develop every part of his being to the highest degree, and to produce the most effective service possible.

The closer we come to the common things of life, the more important they become. "Our school was established, not merely to teach the sciences, but for the purpose of giving instruction in the great principles of God's word, and in the practical duties of everyday life. This is the education so much needed at the present time."



The more we know about industry, the more important do the industrial skills become. The more understanding we have of some of the subjects ordinarily termed "dry and mechanical," the more vitality and life is breathed from them. They may become vehicles through which to impart life.

The more we know and the more experience we have with things divine as revealed in His word, the more life we can bring into the tasks that are ours to do. "In the word of God the mind finds subjects for the deepest thought, the loftiest aspirations. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as He speaks with men."

Understanding of the language of nature, understanding of humanity and its needs, skill in a useful trade, enjoyment of all God's creation, and preparation to serve humanity and the Creator as well as development of character fit for eternity, should be the motivating spirit of all education. Comprehending this function of Christian education, let us throw the searchlight on our Seventh-day Adventist system of education and ask the following questions:

1. Why is there need of a Seventh-day Adventist educational program?
2. Has our system fulfilled and is it now fulfilling that need?
3. How much energy, effort, and money of this denomination are used in forwarding the educational program?
4. Is this expense justified?
5. Where would this denomination be without its educational system?

A discussion of these queries might reveal interesting facts.

1. Christian education takes in its scope the divine as well as the human, and eternity as well as time. Throughout the years we have received instruction that it is necessary to have our own system of education if we hope to inculcate in our youth those vitalizing

principles of life that are taught by the Great Teacher. No other system has our specific aims, and it would be folly to anticipate that an organization without our objectives could possibly prepare youth in accordance with them. Accomplishment of these aims and objectives means that youth must have an environment which is sympathetic to these purposes, an environment which shuts out that which tends to interfere with the best character development.

2. As we view our workers, from the president of the General Conference down through all the officers of institutions and conferences to those in the far corners of mission lands, we discover that the large portion received their inspiration and training for their tasks in one of our own schools. The great majority of the students in our schools today have dedicated their lives to the service of humanity and God, in connection with the advent movement, as opportunity presents itself. Thousands of experiences such as the following could be told of the contribution in workers which our schools have made through the years.

Some years ago, out of the hills of Wyoming, came a young man to one of our schools for training. He had always been associated with rough company of limited education and low ideals. He had just been converted, and his soul was fired with a deep purpose to get an education for service. Who started the flames in the heart of this youth, I do not know, but it would be an inspiration indeed to that one, could he but observe the power of the consuming fire which took possession of that humble life.

At the end of this young man's first year in school, each of his teachers was especially impressed with the marked progress he had made intellectually, socially, and spiritually. By diligent endeavor scholastically and industrially, he was able to work his way through college. After his graduation he became a teacher

in one of our schools, and very soon he was asked to go out to one of our mission stations. He and his family have now been in foreign service nearly twenty years, spending and being spent that light may enter darkened minds and hearts of less fortunate peoples.

3. Our lives revolve around the children in our homes; the youth are the center of our hearts. The unfolding of their young lives is a constant reminder that definite provision must be made for their training and preparation to meet life. Our thoughts involuntarily turn to our own church schools, academies, and colleges. We do not hesitate at the price we must pay in struggle and sacrifice that our own may have this training in a Christian school. Our people, generally speaking, do believe in Christian education, and it is amazing to see the effort and anxiety manifested by some that their children may have the privilege of attending our own schools.

Staggering indeed would it be to see in one sum the amount spent in one year for tuitions for our youth. According to present enrollments, it would appear that about \$1,250,000 is being paid out annually for tuition for our children and youth in North America, that they may secure an education in our own religious environment. Twenty years ago this sum amounted to only about \$750,000. At that time in North America there were approximately 900 students in our colleges; now there are more than 3,000.

4. We have just pointed out the tuition costs of Christian education. Other costs, such as buildings and equipment, and their upkeep, could greatly swell the above figures. Are these "cities of refuge" justifying this great expense?

The story has been told of how the Adventist college stabilized the character, fired the intellect, and subdued the spirit of one young man, whose life is now given to the advancement of this move-

ment. Thousands of workers with a similar experience have gone forth from the doors of these institutions. Our system of education has prepared great numbers of men and women with not only noble character, uplifting influence, burning zeal for service, ability to do their part of the world's work, a devotion to truth, but also with a deep consecration to emulate the Master Teacher in carrying the good tidings to a troubled world. What a training in a Christian institution has done for these youth is evident, but it is beyond the grasp of man to appreciate the full meaning of the results of the lives of these workers.

Twenty years ago there were only about 10,000 workers in all lines of our world work, whereas now there are 28,000. Twenty years ago our total tithe and offering from the world field was nearly \$6,000,000; whereas now it amounts to more than \$12,000,000. Twenty years ago our total membership was about 153,000, but it has now reached 452,000.

It will be noted that the tuition costs for our children and youth have been somewhat increased during the last twenty years. But it should also be noted that as a result of our training men and women for service, during the twenty-year period the number of workers has almost trebled, and that the productive income of this denomination has been more than doubled. My own analysis is that the work of the schools about twenty years ago is now taking effect in the field, and that the work being done now in our schools will not reach field effect for some years to come. This would mean that as we observe the large increase in college training we can anticipate a greater jump in accomplishment in the coming years than we have had during the last twenty years.

With this picture before us, let us consider the thousands who have received their inspiration under the influence of

our own educational endeavors, and then reach on with the thought of including the vastness of all the influences that have been set to work in the world by this group of devoted workers. Only then will we be prepared to answer the question of whether or not the effort and expense for Christian education are justified.

5. Where would this denomination be without its educational system? When this is answered for the denomination as a whole, it would appear that the same answer would be worthy of consideration by every parent. It is probably just as difficult to see how small and ineffectual our work would be if all such influences were subtracted, as it is to see the real largeness of all our work through one human glance. It would be as if we were considering an automobile without its motive force.

We should pay high tribute to those pioneers who saw the need, the opportunity, the great expansion possible if Christian education were given its proper place in our midst. As the years have come and gone, each experience has magnified the clarity of the vision that was theirs, even though the development of

the plans has been impeded by certain human touches which failed to comprehend the full meaning.

In fact, it is impossible to comprehend the probability of anything but stagnation if these forces of Christian training were removed. We fear that weakness would have taken the place of strength, and the forward movement would have given way to retardation. Growth and advancement would have been impossible, and a great mission program such as ours would never have been known.

With this inspiring concept of the accomplishment of the Seventh-day Adventist program of education, we must not forget that there have been many tragedies along the way. We must not forget that it is administered only by human hands, and that it bears the scars of human mistakes. But in spite of all this, the principles upon which the plan is founded are so deep and broad that it has borne a wonderful fruitage. It should be the determination of each of our educators that he will so relate himself to the divine plan that it can blossom and bear fruit to the full under his leadership, and that in years to come an ever greater progress may be shown.

Bible Instruction for Medical Students

William C. Wirth

PROFESSOR OF BIBLE EXEGESIS,
COLLEGE OF MEDICAL EVANGELISTS

ALL of us are fully aware of the worth-while contribution modern science has made to the substantial values of our present-day civilization. It has made life fuller, more comfortable and convenient, has opened up to us the secrets of nature, and withal revealed to us, as could be done in no other way, the wisdom and power of our God. But while modern science is entitled to receive our encomiums, we cannot blink at the fact that there are in it dangers and threats. It surely promotes secularism, but often at the expense of needed spirituality. It emphasizes the phenomena of life, but too regrettably does it tend to obscure the realities of life.

Sensing this greater character need, we who teach Bible in the College of Medical Evangelists are endeavoring to hold up the banner of God's truth. We believe we can do this best, first by establishing our students of science in the faith of our fathers. The Seventh-day Adventist Church has a definite message for a dying world. We know, under God, where we stand. Therefore, we feel pledged to our cause of truth to have those under our instruction know where they stand in the doctrines of our church. We believe with Dr. John A. Mackay, that "part of the crisis of religion today is that it lacks an adequate message for the times. It does not understand God, it does not understand man, and it does not understand our times."

We agree with Dr. Cyril Charles Richardson that "Christianity involves decision and is not characterized by that type of sentimental toleration which thinks there is no important distinction

for Christian life between truth and error. The early church may not always have avoided the arrogance that thinks it knows all truth, but we stand in a far more dangerous predicament, if we think that no truth matters at all." Indifference to the great doctrines of salvation is not likely to make heroes of the faith. It would never have made a Luther. More than that, we are inclined to hold with Machen that when a person is not particular about what he believes, he is not prone to be particular about how he lives. When he is indifferent in his tenets of faith, he is likely to be indifferent in his manner of life.

Secondly, our aim is to inculcate in our students of medicine an appreciation of the mission of the church, which is to save the souls of men. If the Gospels teach anything, it is that soulsaving is the true mission of the people of God. Besides that, it truly has no *raison d'être*. The College of Medical Evangelists is the only school of its kind in this important respect. It must be true to its very name, "medical evangelists." The embryonic physician has the great example of the Chief Physician Himself. This must ever be kept before the students of this unique institution. We of the college rejoice in the number who, in distant fields, are fulfilling this mission; but we are not satisfied. The number of medical missionaries must increase.

As a stimulus to this objective, at various stages of their course the students of medicine are led out in actual field missionary service, either in our own

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The Functions of a Curriculum

John E. Weaver

ASSOCIATE SECRETARY,
DEPARTMENT OF EDUCATION

WITH reports of curriculum studies appearing in many educational journals, with books, large and small, which deal with all types and phases of curriculum problems, being published, it may appear as the height of educational naiveté to clutter up the pages of the first number of a new educational journal with an article bearing the above title. Our only defense in this matter is rather a deep-seated feeling and conviction, born of observation and experience, that most of our present educational indictments are due to a school curriculum that is theoretical, stilted, and ill adapted to the practical needs of pupils and youth of today. However, we are well aware that it is easy to point out weaknesses in an educational program, but quite another matter to present a better and more successful plan.

What is commonly called the curriculum is an arrangement of subjects or courses in a school program. What a curriculum should include depends upon a number of factors, including the aims and purposes of the system of education. For example, a curriculum adapted to the needs of the head-hunters in the South Sea islands would not be the same as the one needed for the children of immigrants in the lower East Side in New York City. Neither is the curriculum for the Eskimo children of Bering peninsula suitable for the Nazi children in Germany or the English children in London. In other words, a curriculum, in order to be suitable, effective, and efficient, must reflect faithfully the aims and purposes of the educational philoso-

phy of which it is a part, and through the teaching activities of the school make these purposes and aims functional in the lives of the pupils.

Following the statement of these general principles, it would appear rather easy to set up different types of curriculums to meet specific needs. But it is not so easy as it appears, because there are other points of view and other factors to be considered. One group of curriculum builders and experts holds rather firmly to a stable, rigid curriculum which is built around the culture and learning of the past. This group might be called the classical. Another group thinks that the curriculum should meet the needs of the hour. It should show immediate response to the social, intellectual, and economic changes of the times.

Still another point of view seeks to strike a balance between the two foregoing groups—holding on to some of the older values with one hand, and reaching out with the other to grasp some of the newer and more modern ideas. Another point of view is that curriculums should be adapted to pupils according to their needs rather than according to types of subject matter.

In discussing the curriculum and changing social conditions, William Bagley says, "The theory that educational policies and programs must necessarily shift and change with every change in the conditions of social life is very far from being a sound theory."¹ The other side of the question is presented by Norton, who says that "on the other hand, the intelligent teacher will be anxious to avoid the mistake, frequently

made in the past, of clinging to obsolete material." 2

From all these different points of view, we should be able to discover a path for curriculum construction that would lead to those most valuable qualities without holding on to worthless or archaic material. The history of education reveals its conservative character; and at a time when change seems to be the order of the day, regardless of the reasons or results, we might well look back to see from whence we have come and forward to see whither we are going.

Discussing this feature of education, Bagley emphasizes education and the right sort of a curriculum as a stabilizer. He says: "It is the conservative functions of education that are most significant in a period of profound change. The very time to avoid chaos in the schools is when something akin to chaos characterizes the social environment. The very time to emphasize in the schools the values that are relatively certain and stable is when the social environment is full of uncertainty and when standards are crumbling." 3

We believe Mr. Bagley has stated a basic truth when he says that the conservative functions of education are most needed at a time of profound changes. No one will deny that great changes are taking place all around us at the present time, and so the schools and education should serve as a mighty governor or gyro to steady the ship of state. The important thing is for education to be awake to the needs of the hour, to know the meaning of current trends of thought and action. The curriculum of the school is the medium through which the conservative and practical functions of education can be planned for and carried out.

The earliest recorded curriculum in human history reveals both the conservative and the progressive features of an educational program that reaches the

highest ideals of character development of the individual. The curriculum of the garden school in Eden provided for the physical, mental, spiritual, and social development of Adam and Eve through a practical program of activities and studies that may well serve as a safe guide for the education of youth in all ages, including our present age.

This first program of studies was designed by God Himself for the purpose of developing in the pupils His own character. Theory was blended with practice and textbook with laboratory exercises. The development of character was not an incidental or accidental by-product of the classroom, but it was the primary purpose through all the lessons, observations, and experiences of Eden education and life. The Eden curriculum did not separate education and life—it fused them together in an inseparable experience. It made no provision for regimentation of the pupils, but gave full freedom and opportunity for individual initiative and growth.

The curriculum for a Christian school should reflect the principles and philosophy of Christianity and Christian experience. The model curriculum of the Eden school gives us the essentials for the training and development of Christian manhood and womanhood.

Six distinct but closely related courses made up the character-building program of that first school. They might be listed as follows:

1. Daily communion with God the Creator.
2. Character-developing activities and studies.
3. Physical health.
4. Intellectual study and development.
5. Manual labor.
6. Social culture and intercourse.

Provision is made here for the fourfold development of man through his physical, mental, spiritual, and social nature. And not only was provision made, but

the program was functional. It worked. The ultimate value of a curriculum lies in its functional character, provided it embodies the essential qualities for the complete and successful development of the pupils.

Secular education is being severely criticized today because the product of the schools does not measure up to utilitarian and character standards. Many students finish high school and even college without being fitted or trained to do a specific type of work successfully. And not only that, but there is serious question concerning the spiritual and character qualities which youth are carrying with them as they leave these schools.

Those of us who are engaged in Christian education, should not take on a 'holier than thou' attitude when secular training is arraigned in this manner. Some of these same indictments apply with equal force and justice to our Christian schools. Young men and women are finishing our secondary schools and colleges, many of whom are positively unprepared to fit into the problems of life which they must face. In many cases, too, sad to say, those spiritual and character qualities which we assume are being successfully developed in these

Christian schools, evaporate and disappear when the youth face the stern problems of life.

We need to give earnest study to the curriculums of our Christian schools, to see that they embody in a truly functional way the principles of Christian living and experience. The youth must be prepared to meet the practical problems of life, to be able to work with the hands as well as with the mind, to enjoy the artistry in practical household arts as well as the beauties in literature and the marvels in science and nature. The curriculum that does not meet the needs of the students in preparing them for practical life is a failure. There is no justification for continuing a program of studies and school activities that is not built around the needs of the students and their future welfare. May we in Christian education set our house in order while there is still abundant opportunity for us to apply the principles of the Eden school in a practical way for our young people.

¹ William C. Bagley, *Education, Crime and Social Progress*, p. 70. Macmillan, 1932.

² Norton and Norton, *Foundations of Curriculum Building*, p. 4. Ginn, 1936.

³ William C. Bagley, *Education and Emergent Man*, pp. 154, 155. Thomas Nelson and Sons, New York, 1934.

Christian Education With the Help of the Postman

Mahlon E. Olsen

PRESIDENT, HOME STUDY INSTITUTE

CHRI**STIAN** education in the large sense of the word is such a precious thing, something so necessary to true success in this present life, and having promise also of the life to come, that it is but natural that the denomination should endeavor to make it as widely available as possible. Every autumn sees a goodly number of our young people make a bee-line to college or academy; but there are many promising boys and girls who for good reasons cannot join the happy procession. To these the Home Study Institute offers precious opportunities, of which some are glad to avail themselves. It is safe to say that many more would do so if their attention were directed to the matter. We think this because we have seen excellent results follow efforts on the part of our friends to interest young people in this Home Study plan.

In some parts of the country there has grown up a pleasant comradeship in study that means much to the boy or girl, and perhaps something also to the older person. Said a youth-loving pastor to one of his younger parishioners: "Robert, I've begun taking a correspondence course in Hebrew, and you know I need some company to keep me at it. Can't you think of some course you would like, say Public Speaking, or Modern European History, or Stenography? Then you and I could compare notes once in a while, and perhaps encourage one another, because you know as well as I that anything like real study after one leaves school is something that calls for effort."

Well, it worked that time, and the resulting comradeship was a real help to both parties. Establishing confidential relations with one or two young persons, especially in the field of study and self-improvement, is one way to get material for sermons that do not go over the heads of the boys and girls, and when pastors set the example, parents and church officers usually follow.

Why should not we older persons oftener make confidants of the Johns and Marys and Elizabeths in our congregation, and somehow get their slant on things? Education, at bottom, is something immensely interesting because it means bread and butter to the growing boy and girl, and correspondence study shared with a valued friend is almost as interesting as going to college. It means even more as a character builder.

It will be interesting to cite two case histories: Here is a girl living with her parents in equatorial Africa, many miles from any white settlement. She takes two years of high-school work through the Institute, and then goes to a resident school about two thousand miles from home; but the climate does not agree with her. So she enrolls again with the Home Study Institute, and finds renewed pleasure in intellectual and spiritual intercourse with teachers some ten thousand miles distant. When last heard from, this young woman was taking the nurses' course, the preliminary training for which she had received almost entirely through the Institute.

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JUST BETWEEN YOU AND ME

THESE pages are but a twig in the world of journalism, but they do claim the important qualities of youth and vitality. If the rootlets of this new interest can reach out far enough and deep enough, and can transform in a proper way the sources of strength and information which seem available, it may grow into a sturdy tree of usefulness and beauty. In the interest of growth, development, and fruitage, it must have nourishment of thought, and culture of support by its friends.

It is a certainty that not all scholarly men are teaching in the classroom, nor all practical men working in the shop, nor all devout men preaching in the desk. The pages of this journal are meant to be of some pertinent value to every phase of true education, whether it be the physical, the intellectual, or the spiritual, and to serve as a medium of expressing the best we have in educational ideas and purposes. The contents are intended to be fluid enough to shape themselves to the interests and needs of the groups they serve, yet solid enough to stand for the principles established by the founders of the church. They offer a wide-open opportunity for productive thought, a channel for the creative writing of our best thinkers. Here our educational needs may be presented, and our unconscious defects revealed.

There are thousands of youth in our colleges who have their eyes directed daily to the fields of earth, white already to the harvest. They should know how large their opportunities for service really are, and what the requirements for entrance into it or continuance in it must be. Criteria for judging the efforts of

educational workers must be stated and standards announced, so that youth in college may know the limitation of opportunity and the cost of achievement.

These printed leaves shall serve not only as sources of certain information, but as carriers of messages of courage. They must aid in developing a becoming self-confidence, in the clarifying of our ideals, in the popularizing of the cause of Christian education. They must add might to the arm raised in defense of truth and make bold the preacher of the Word, but they can give only as they receive from the resources of the church and school. They are dedicated to every group interested in the youth and in the schools established for their training.

Our attitude toward the cause of education shall be constructive, for there is much to build and plenty of room in which to put it before tearing down others' work. It shall be progressive, even when progress seems to be the invasion of the impossible. It shall be analytic, seeking to learn the cause of this weakness or that strength, hoping to point the way to greater achievement. It shall be upward, knowing that the steeper the way, the rougher it must be in order to hold footing. It shall be optimistic, to see the best in the possible outcomes and to look on the successes and not on the failures. It shall be hopeful, believing the promises of the Word and the revelation of the Spirit. It shall be practicable to please men who do things, scholarly to have as its friends the thoughtful, earnest to inspire the devout, and Christian to unite all in establishing the kingdom of righteousness.

THE TEACHER'S PRIVILEGE

THE teacher may bind these children to his or her heart by the love of Christ abiding in the soul temple as a sweet fragrance, a savor of life unto life. The teachers may, through the grace of Christ imparted to them, be the living human agency—be laborers together with God—to enlighten, lift up, encourage, and help to purify the soul from its moral defilement; and the image of God shall be revealed in the soul of the child, and the character become transformed by the grace of Christ.”—*Fundamentals of Christian Education*, 262.

“It is the privilege of the faithful teacher to reap day by day the visible results of his patient, persevering labor of love. It is his to watch the growth of the tender plants as they bud, and blossom, and bear the fruit of order, punctuality, faithfulness, thoroughness, and true nobility of character. It is his to see a love for truth and right growing and strengthening in these children and youth for whom he is held responsible.”—*Counsels to Teachers*, 104.

“Teachers, take your position as true educators, and pour into the hearts of the students the living stream of redeeming love.”—*Counsels to Teachers*, 400.

“With his own heart warm with divine love, the teacher will lift up the Man of Calvary, not to give the students a casual glimpse, but to fasten their attention until Jesus shall seem to them the ‘chiefest among ten thousand,’ and the one ‘altogether lovely.’”—*Counsels to Teachers*, 67.

“If students are led to understand that the object of their creation is to honor God and to bless their fellow men; if they recognize the tender love which the Father in heaven has manifested toward them, and the high destiny for which the discipline of this life is to prepare them,—the dignity and honor of becoming the sons of God,—thousands will turn from the low and selfish aims and the frivolous pleasures which have

hitherto engrossed them.”—*Counsels to Teachers*, 21.

“Never was there a period when results so important depended upon a generation of men. Then how important that the young should be qualified for this great work, that God may use them as His instruments! Their Maker has claims upon them which are paramount to all others.”—*Counsels to Teachers*, 99.

“When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established; for children who are receiving a Christian education will be witnesses for Christ.”—*Counsels to Teachers*, 176.

“The well-being, the happiness, the religious life of the families with which the youth are connected, the prosperity and piety of the church of which they are members, are largely dependent upon the religious education that they receive in our schools.”—*Counsels to Teachers*, 497.

“The teaching in our schools is not to be the same as in other colleges and seminaries. It is not to be of an inferior order; the knowledge essential to prepare a people to stand in the great day of God is to be made the all-important theme.”—*Counsels to Teachers*, 539.

“What a solemn, sacred, important work is the endeavor to represent Christ’s character and His Spirit to our world! This is the privilege of every principal and of every teacher connected with him in the work of educating, training, and disciplining the minds of youth. All need to be under the inspiring, assuring conviction that they are indeed wearing the yoke of Christ and carrying His burden.”—*Testimonies*, VI, 156.

“Education is but a preparation of the physical, intellectual, and moral powers for the best performance of all the duties of life.”—*Testimonies*, IV, 498.

Evaluating Secondary Schools

*Bases for Development of Improved Procedures for Evaluation, Accreditation, and Stimulation of Secondary Schools **

SATISFACTORY evaluation of a school is the necessary first step in achieving accreditation and desirable stimulation to improvement. The General Committee has given careful attention to the formulation and phrasing of the following principles upon which a sound and helpful method of evaluation should be based:

1. American secondary schools, much as they may differ in details, are essentially alike in their underlying purposes and organization.

The common purpose of all secondary schools is the transmission of racial culture and the development of the pupil, individually and as a member of society. They are alike in making use of individual teachers, in functioning in a school plan, in possessing a curriculum, in employing instructional methods, in presupposing a background of knowledge and skill secured in elementary school, in meeting several days a week for a major portion of the calendar year, and in many other respects. If such broad similarities as these did not exist, any common method of evaluation and accreditation would scarcely be feasible.

2. In a democracy the fundamental doctrine of individual differences is as valid for schools as for individuals. Schools, as well as pupils, differ from each other markedly.

There should be no inflexible insistence upon uniformity and rigidity of organization, method, and standards for all sec-

ondary schools in all parts of the country through any arbitrarily imposed accreditation procedures.

3. A school can be studied satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part. All American schools, however they may differ in type, have this in common: they are instrumentalities for transmitting our American heritage and our American democratic ideals. Provided this aim can be clearly kept in view in every case, each school is free to determine its own educational policies in promoting the ideals of American civilization.

The public school and the private school, the Catholic school and the Protestant school, the urban school and the rural school, the large school and the small school, must be judged by comprehensive, flexible criteria rather than by narrow, uniform, and rigid ones.

4. A school should be judged in terms of the extent to which it meets satisfactorily the needs of all pupils who should come to it, not alone of those who continue their formal education in institutions of higher learning.

Standards have been dominated in many cases, if not completely determined, by college admission requirements. This

* Permission for reprinting this Chapter III of *How to Evaluate a Secondary School*, 1938 edition, published by the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C., has been granted by Dr. Walter C. Eells, Coordinator of the Cooperative Study. This very helpful booklet is the result of an extended and cooperative study of two hundred secondary schools, selected on a proportional basis. The following distributions of these schools are important to keep

in mind. Geographical distribution (according to territory of regional associations of colleges and secondary schools): New England, 19; Middle States, 23; North Central, 89; Southern, 43; Northwest, 17; Western 9. Distribution by size: very large (over 1,000), 28; large (500-999), 31; medium (200-499), 65; small (below 200), 76. Distribution by type: public, 168; private, 32. Accreditation status: accredited by regional associations or equivalent, 175; nonaccredited, 25.

principle means that it is not sufficient to evaluate the school merely in terms of the scholastic success of its graduates in institutions of higher education, important as this may be; it must be evaluated also in terms of its success in giving an education for more effective living—economic, social, and personal—to youth, whether or not they go on to college.

5. Methods of evaluation and accreditation should recognize the differences in background, development, and existing conditions in different States and regions. No attempt should be made to develop uniform standards for the nation or to have them administered from a single national office.

The same norms cannot fairly be used for judging the plant, the curriculum, the library, and other features in Maine and Montana, in California and Connecticut, in Vermont and Virginia, in New York and New Mexico. It is desirable that studies be made and procedures summarized on a nation-wide basis, but that application of them be made on a regional or State, or even local, basis, with due regard to variations in local conditions and educational, economic, and social background.

6. It is more significant to measure what the school does than what it is or what it has. The educational process and product are more important to evaluate than the machinery and equipment.

All phases of the school—plant, staff, program—are to be evaluated chiefly as functioning units, not primarily as static ones.

7. A school should be judged as a whole, not merely as the sum of its separate parts.

Accreditation will not necessarily be refused because a school is weak in one feature, or fails to meet a particular criterion. Deficiency in one field may be justifiable or may be compensated for by superiority in another field or fields. The general level of the school's work and the interrelationships of the different phases of it should be considered.

8. The number of factors evaluated in the modern secondary school should be sufficiently large and varied to give valid

evidence of the worth of the school in each of its main areas.

The accreditation of a school on the basis of a small number of rigid measures is insufficient to give a valid measure of all essential aspects of the school.

9. Accrediting criteria and procedures should be brief enough in extent, sufficiently varied in form, and convenient enough in arrangement to be practicable for use in all secondary schools.

This principle should be considered in connection with the preceding one, and a proper balance be struck between the two. Materials should be brief enough to be usable, but long enough to be valid. Extensive sampling is required, rather than complete measurement. The samples, however, should be significant factors that really characterize the school and have been proved to possess real discriminative value. Criteria should take as a model, not the photographer who with his lens takes in everything in sight, but the artist who skillfully selects the significant elements in the landscape and uses them to suggest details all of which do not appear explicitly on the canvas.

10. Methods of evaluation and accreditation, as far as possible, should be based upon scientific studies and objective evidence, rather than upon untested assumptions and unsupported opinions.

The results of research studies and other recent scientific investigations of secondary education should be given full consideration in the development of better methods. Approved measuring instruments, such as standardized tests, valid scales, and similar devices, should be used—but they should be used intelligently, not blindly.

11. The considered judgment of competent educators is an essential factor in the evaluation of the quality and character of the work of a school.

This principle is not in conflict with the preceding one. While statistical data are necessary, they are not sufficient. Statistical method cannot replace expert judgment, but it can form a much better basis for the legitimate and helpful exercise of such judgment. Judgment

should be based upon all the scientific evidence and other objective data available, not on guesswork or hunches. Evaluation should be based upon a careful study by a committee of competent educators, who should spend sufficient time in the school to familiarize themselves with all important phases of its work.

12. A valid method of evaluation and accreditation, based tentatively upon existing research studies and expert judgment, should be fully tested by extensive experimental tryout in a large group of typical, representative secondary schools throughout the country. The results of this tryout should be carefully analyzed and evaluated.

This principle is simply a recognition of the common scientific procedure that theory should be tested by experiment, and is an application of it to the educational field. In the case of the Cooperative Study, 200 carefully selected schools have been used as the basis for the validation of the materials and procedures which it recommends.

13. While it is desirable in many respects that definite standards or levels of achievement should be developed, it is recognized that in most of the important aspects of a school's work the best available basis for the development of useful standards will probably be the practices in other comparable schools.

While we may know, for example, the definite character and amount of apparatus necessary for an experiment in physics or chemistry for a class of a given size, we do not know the optimum number of books for a library, the most desirable outcomes in the teaching of English, or the best methods of supervision. In such cases, after as valid measurements or evaluations as possible have been made, the adequacy of the school in these fields must be judged in part by comparison with other schools measured by the same methods.

14. A good school is a growing school. It should be judged by its progress between two different dates as well as by its status at a single date.

A poor school which is steadily improving may be more worthy of accreditation

than a much better school which is steadily deteriorating. It is not nearly so important where we stand as the direction in which we are moving.

15. Any useful, stimulating, and valid method of accreditation should be flexible with the passage of time; that is, it should be capable of reasonable modification as new bases of evaluation and different levels of achievement are suggested or developed from the use of existing ones.

Change is a universal law. Methods of accreditation, as well as schools themselves, must be constantly improving if they are to keep up to date. Methods which are flexible in their application to a particular school, which recognize valid differences among schools and among their purposes and pupils, should be such as to be easily modified also with the passage of time and the benefit of experience.

16. If criteria for evaluation are sufficiently flexible, extensive, and thorough, it is not essential that they be applied annually.

Complete evaluation of a school may need to be made only at regular or irregular intervals of several years. Changes of administration or other unusual conditions may justify reconsideration of accreditation at special times. Partial evaluations may be made at intervening periods. Continuous self-evaluation is important.

17. The bases and methods of evaluation should be such as to require active participation in the process on the part of the entire professional and nonprofessional staffs of the school.

The bases and methods of evaluation cannot be limited to statistical blanks filled out by clerical assistants, or even to information furnished by the principal alone. Evaluation should be a cooperative enterprise involving mutual criticism and suggestion by the entire staff. Criteria should be such as to stimulate frequent if not continuous consideration and discussion by the school staff regardless of whether or not a visit by a committee of outside educators is anticipated.

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A Patriotic Program for February

THE FOLLOWING PROGRAM will be given by the children of grades five to eight of the elementary school of Washington Missionary College, under the direction of Miss Louise Stuart, teacher of grades five and six, and Miss Olive Lindberg, teacher of grades seven and eight.

Decorations for the Platform

On one side of the platform will be a large open book, the height of whose page is at least three feet. This will be placed on a rack or standard, and will have the name of the month, February, and the names of Washington and Lincoln written on it, with their birth dates. A boy representing Father Time will be seated by the book during the introductory number of the program. The costumes will be simple and suggestive, rather than complete. Often the addition of a hat or sash to a child's regular dress helps to put him in the spirit of the part he is giving.

On the opposite side of the platform from the book, will be placed the log cabin that was built by grades three and four for their colonial unit. A large flag, made of paper chains, will be suspended from a wire and placed near the center of the space at the back.

Purpose

It is not planned to present in this program a logical sequence of events in the life of either Washington or Lincoln, but rather to give incidents which appeal to the children, yet present a high standard of conduct. An attempt has been made to select parts that the children in our school will enjoy giving.

Program

1. Introduction: Dialogue, Little February. (*Normal Instructor*, February, 1930.)

This dialogue has children representing all the months. They rather despise little February until Father Time introduces the names of Washington and Lincoln. (We are taking a few liberties with the original

dialogue to make it fit in with our book, flag, and log cabin.)

2. Episodes from the life of Washington.

In this section, the children will present some of the outstanding phases or events of Washington's life by means of short dialogues, simple scenes, or stories.

One of the eighth-grade girls will act as reader, introducing the incidents and explaining them whenever it is necessary. The material has been gleaned from various histories and biographies dealing with Washington's life, and will be prepared by the children themselves.

a. Washington's boyhood: The Colt.

Washington's account to his mother of the colt he unintentionally killed, will be given as a short dialogue.

b. Washington as a young man: The Surveyor.

While a group of boys sit around a campfire, a story of Washington's experiences as a surveyor will be told.

c. Washington as a man: The General.

A child will tell the story of Washington and the corporal who would not help lift a log.

d. Washington and the Flag.

The girls in the four grades giving the program will sing the familiar song, "How Betsy Made the Flag." Washington, his aides, and Betsy, suitably attired, are seen in the foreground. (This is a much-used number, but the pupils in our school like the song.)

e. The George Washington Bicentennial Pledge, 1732-1932.

"As an American, I will follow the example of George Washington in upright living, integrity and loyalty, and service to my country. I will strive never to say anything about a man that I have the slightest scruple of saying to him and never to forfeit my word, nor break my promise made to any one. In heart and mind, in word and deed, I will keep faith with Washington."

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NEWS from the SCHOOLS

MRS. FLORA H. WILLIAMS, editor of the *Home and School* for fourteen years, and of *Christian Education*, its predecessor, for four years before that, laid aside during the summer of 1938 such duties only to assume an even more active part in the work of the Home Commission. Mrs. Williams brought to the Department a rich and varied capital of training and experience. Upon this treasure she has generously drawn in her many years of editorial work and wise counsel. With more homes to reach than there are schools to teach, her opportunities for sharing her resources of mind and spirit have been multiplied.

PROFESSOR FREDERICK GRIGGS, who was long associated with our world-wide educational work, and who served as college president many years, recently retired from the leadership of the Far Eastern Division of the General Conference on account of Mrs. Griggs' condition of health. On January 12 Mrs. Griggs died of pneumonia. Our schools have suffered in her death the loss of a woman of fine devotion, of high culture and beautiful character. Before her death, Professor Griggs had accepted the chairmanship of the board of trustees of the College of Medical Evangelists.

WALLA WALLA COLLEGE has enrolled 563 college students, of which 46 per cent are freshmen, 24 per cent are sophomores, 16 per cent are juniors, 12 per cent are seniors, and 2 per cent are registered as special students. The 296 men represent 53 per cent of the whole group, while the 267 women represent 47 per cent. The senior class shows a gain of 48 per cent over last year, with 22 more members, or a total of 70.

THE SOUTHEASTERN CALIFORNIA CONFERENCE gives special credit to the work of its church school teachers in the Harvest Ingathering campaign for 1938. Every church school reached its goal, and a total of \$3,142.59 was raised by the children—the best record ever attained by the Juniors in the conference.—*Pacific Union Recorder*.

THE NORTHERN UNION has 153 students enrolled at Union College this year, as reported by President A. H. Rulkoetter of the college. Forty-one are from Iowa, 62 from Minnesota, 14 from North Dakota, and 36 from South Dakota.

BAPTISMS in our twelve-grade academies in 1937-38 totaled more than a sixth of the net increase in membership of our North American churches for 1937. If the baptisms in our colleges and elementary schools were added, the percentage would be even larger.

THE BOLIVIA TRAINING SCHOOL is doing its part to prepare workers for the needy field of South America. This year for the first time, the students participated in the Harvest Ingathering campaign, with encouraging results. Evangelistic work is being carried on, in which at least twenty-five students have taken an active part.

HELDERBERG COLLEGE, South Africa, has enjoyed a good enrollment of about 190 this year, with an average attendance of around 175 in all departments. At the baptism which will be held in a week or two, some thirty or more of our students expect to go with their Lord through the watery grave to rise in newness of life. I believe that at the present time every student has taken a definite stand for Christ. A fine group of eighteen or twenty are planning to enter the colporteur ranks during the holidays.

GEORGE S. BELLEAU, the educational and Missionary Volunteer secretary of the North Pacific Union for six years, resigned in September to become the president of the Idaho Conference. His loyalty to educational standards and his aggressive leadership have been greatly appreciated. H. C. Klement, former educational superintendent of the Oregon Conference, has been elected to fill the vacancy. His success as the promoter of Christian education in the conference with the largest number of church schools, begets confidence in his ability to carry this new responsibility.

LA VOZ DEL COLEGIO, a beautifully illustrated booklet of 64 pages, describing life at the Colegio Adventista del Plata in Argentina, South America, and in the Sanatorio Adventista del Plata at the same place, has reached the editor's desk. Groups of students are pictured at play, at study, and at manual work. The practical training in home economics, nursing, agriculture, and mechanics, supplements the regular work offered in the usual courses of study. This school has made an enviable record in its practical training and in the number of church workers who claim it as their alma mater.

ST. JOHN'S MEDICAL SCHOOL in Shanghai has made special arrangements with the General Conference for six of our young men in China to study medicine. There are four in the second, and two in the first year's class. In the Far Eastern Division there are three young men planning to enter the Hong Kong University in order to acquire British qualifications. The work of Drs. C. Dale and H. C. Ling in St. John's is greatly appreciated. A definite planning for pre-medical education is being strongly urged by many of our young men in China.—*The China Division Reporter*.

WEST INDIAN TRAINING COLLEGE begins its new school year on January 17. Since October the hill has been a busy place, with preparations for the coming term. Probably the greatest changes have been made in the young men's home, Cedar Hall. All the rooms and the halls have been painted ivory with a dark-brown trim. At Jamaica Hall, the young women's home, it is planned to paint some of the rooms, to enlarge the parlor, and to put a new floor on the veranda. The prospects are good for a number of new students, and the return of most of the old ones.—*The Jamaica Visitor*.

ELEMENTARY TEACHERS' INSTITUTES at Fletcher, North Carolina, November 9-12, and at Orlando, Florida, November 16-19, 1938, were attended by C. A. Russell, educational secretary of the Southern Union, and John E. Weaver of the General Department. Superintendent A. D. Kaelin presided at the Carolina meeting, and J. C. Gaitens, educational superintendent of the Florida Conference, was chairman of that meeting.

"THE LINK," a mimeographed booklet of 25 pages, came in the mail from Wahroonga, New South Wales, Australia, to share with American educators, ideas given circulation among Christian teachers in that progressive land. Its report of a talk on character development is especially helpful.

THE ELEMENTARY CURRICULUM REVISION AND TEXTBOOK COMMITTEE held its recent meeting at Hinsdale, Illinois, October 27-30, 1938. Almost the entire personnel of the committee was present. Every part of the United States was represented. This committee was appointed by the Educational Convention held at Blue Ridge, North Carolina, August, 1937. It is charged with the responsibility of examining our present elementary course of study in relation to the principles and objectives of Christian education and then setting up a core curriculum that meets the purposes and principles of Christian education.

THE NORTH PACIFIC UNION has compiled the following statistics regarding its children and youth in denominational schools: 530 are in college, 1,155 are in secondary schools, and 1,818 are in grades one to eight. The secondary enrollment is made up as follows: Intermediate schools, 154; Auburn, 174; Columbia, 89; Gem State, 100; Laurelwood, 194; Mount Ellis, 64; Portland Union, 120; Rogue River, 30; Walla Walla College (Academy), 109; and Yakima Valley, 121. The elementary school enrollment by conferences is: Idaho, 134; Montana, 66; Oregon, 792; Upper Columbia, 510; Washington, 306; and Alaska, 10.

THE GINASIO ADVENTISTA DE TAQUARA, in Brazil, has developed in nine years from a small church school, started by A. C. Harder, to a full-fledged high school. One hundred students were matriculated this past semester. The South American Division helped to buy the buildings of the Sanitorio Bergold, a property which is being used for the girls' dormitory, offices, and classrooms, six buildings altogether. It was an excellent purchase. The conference has bought a large tract of land connected with the properties already purchased, and the amount for its payment is to be raised from the field. The people are enthusiastic about the development of the school.

THE PACIFIC UNION COLLEGE BOARD MEETING, with fifteen members present, was opened with a report from President Smith. The report of enrollment showed an increase of exactly 100 students over the enrollment for the school year of 1936-37. The president also called the attention of the board members to what the students have done this year with the two large campaigns, the Harvest Ingathering, in which the students and faculty raised over \$800 in a single day, and more recently the Week of Sacrifice, when almost \$1,200 was given during the one week. The board voted, among other things, that the college send six of its faculty members to the educational council to be held in Takoma Park next summer. Those who will make the trip, as representatives of the various departments, will be: Dr. G. F. Wolfkill, secondary education; Mrs. Gladys Stearns, elementary education; Professors C. E. Weniger and C. D. Utt, English; and Dr. L. L. Caviness and Prof. A. R. Monteith, languages.

PROF. THOMAS W. STEEN joined the Washington Missionary College faculty on January 15 as college dean. Since his retirement in 1937 from the presidency of Emmanuel Missionary College, Professor Steen has been taking graduate work at the University of Chicago, where he expects to complete his doctorate. He has made a special study of the vocational interests of students in the Seventh-day Adventist colleges.

THE COLLEGE VOICE, the official organ of the Philippine Union College, Manila, Philippine Islands, comes regularly to the Department of Education. Its editorials have character, and its biweekly "literary ventures" are commendable. This four-year college is doing a distinctive service in preparing the youth of the Philippines for a high type of Christian life and work.

EMMANUEL MISSIONARY COLLEGE is extending an invitation for a farm managers' institute to be held on the campus February 5-7. The farm managers of the academies of the Northern and Central Unions as well as of Mount Vernon Academy and Oshawa Missionary College are invited to attend.

ELDER W. A. SPICER, general field secretary of the General Conference, opened his series of lectures on church history and the Spirit of prophecy in the Walla Walla College chapel on December 11. His vigorous personality and his emphasis on the "certainties of the message" made his visit one of the inspirational high points of the year.

ELDER F. A. STAHL, during a recent week-end visit, gave to the students of Southern California Junior College an account of some of his thrilling, hair-raising missionary experiences in the jungle of the Amazon, in South America. After spending twelve years in pioneer work at the Lake Titicaca Mission, Elder Stahl turned toward the north to the Amazonas region. Here, starting from nothing, he spent seventeen years in converting the uncivilized Indians to the gospel.—*The College Criterion*.

HARRY L. PEARSON, for some time instructor in expression at Emmanuel Missionary College, returned recently to the campus for a week-end visit with old friends. He was a guest at the faculty and board banquet held in Birch Hall and responded to a very appreciative presentation speech by Professor Tippet with a number of readings in his inimitable style. Mr. Pearson has had success as a teacher of voice in Chicago and has associated with him in his studios three other instructors. He is a member of the North Side church and has just accepted the leadership of their large choir for the coming year.

THE BRITISH COLUMBIA CONFERENCE in Western Canada held a most profitable teachers' institute at Vancouver, British Columbia, December 28-31, 1938. Superintendent J. M. Ackerman acted as chairman, D. N. Reiner, educational secretary of the Canadian Union, and John E. Weaver, of the General Department, assisted in the program. L. W. Cobb, president of the Canadian Junior College, was on the program also. Besides discussions of general curriculum, administrative, and methods problems, considerable attention and discussion were given to the philosophy of Christian education, the character and work of the teacher, and the pupil and his needs.

EDUCATIONAL PROGRESS

COLUMBIA HALL, a commodious gymnasium-auditorium, is the latest addition to the campus of Walla Walla College. This structure is of reinforced concrete with an arched roof of wood and is 80 by 128 feet. The wings on either side consist of dressing rooms, showers, and offices. Under the large stage is a space provided for laboratory in hydrotherapy. The building has a large main floor with more than 10,000 square feet of area and a gallery with combined seating capacity of approximately 3,000. Already several near-by churches have met together here for a special Sabbath service. The Upper Columbia Conference has used the auditorium for its camp meeting. Before the erection of this building there was no place on the campus where the entire school enrollment—college, academy, and grades—numbering approximately 750, and the patrons and friends in the village, could be accommodated. The Associated Students of Walla Walla College have recently installed curtains for the stage and are helping very materially with equipping the building with a public-address system and a Celotex ceiling.

THE UNION COLLEGE LIBRARY building was completed just before the opening of school this year, and has been in use since that time. It cost, including the steam tunnel to the powerhouse, approximately \$45,000. Through the cooperation of the Lincoln (Nebraska) Chamber of Commerce, \$24,000 was donated by the businessmen of that city. The building is of brick, concrete, and tile construction. The main reading and reference room, which seats ninety, is on the second floor. On this floor are also the browsing, the delivery, and the cataloging room, and the librarian's office. On the first floor are a reserved-book reading room which seats forty, a reserved-book stack room, two seminar rooms, a teachers' reading room, a workroom, rest rooms, and the janitor's room. Provision has also been made among the stacks for twenty individual study carrels. The third floor of the stacks, which will be four floors in height when fully expanded, is on the same floor

level as the second floor of the rest of the building.

At present only two floors of the stacks are being used. But as the library expands, the other stack floors will need to be added. The library will then have a book capacity of about 70,000 volumes. At present the library has 27,000 volumes, all of which are now housed in the new building except the library's special denominational collection, which will probably be kept in the vault until steel stacks are installed. The total seating capacity, excluding the workrooms and office, is more than two hundred. The heating and ventilating system is most modern and efficient. Formal dedication services are planned for February 9.

GLENN D. HILTS, *Librarian*.

THE JAMES WHITE MEMORIAL LIBRARY of Emmanuel Missionary College, Berrien Springs, was dedicated June 5, 1938. The library is a two-storied fireproof brick building with two reading rooms which will seat 150 students. In addition there are three smaller study rooms and two seminar rooms. A large vault, steel stacks, asphalt tile flooring, Venetian blinds, new reading-room furniture, and six new steel vertical file cabinets are among the details of the building which help to make it a convenient, comfortable, and attractive place.

The library service at Emmanuel Missionary College has increased greatly in recent years. During the year 1931-32 the circulation of two-week loans was 10,057 or 28.3 books per student. During the college year 1937-38 the circulation of two-week loans was 16,379 or 45.1 books per student. The circulation of reserved books (i.e., those removed from the regular shelves and used in the preparation of specific class assignments) was 23,063 or 63.5 books per student.

The library holdings have been strengthened in a great measure in the last five years. During that period, 6,466 books have been added. Careful study is given to book selection to ensure the purchase of useful books which reflect the objectives and curriculums of the college. A recent count of

book holdings revealed the following distribution by classes:

<i>Class</i>	<i>Distribution</i>
General _____	6.2%
Philosophy and psychology _____	3.0%
Religion _____	18.3%
Sociology and education _____	14.6%
Language study _____	3.0%
Science _____	7.9%
Applied art _____	9.3%
Fine art _____	3.9%
Literature _____	15.6%
History, biography, and travel _____	18.1%

The library receives regularly 217 periodicals. Of these 34 represent the Seventh-day Adventist denomination and 183 are of general, scientific, and technical interest.

ANNA L. BLACKNEY, *Librarian*.

THE AMERICAN POLITICAL SCIENCE ASSOCIATION recently held its thirty-fourth annual meeting in Columbus, Ohio. Having been asked to participate in the program, I was privileged to attend this session. This organization, similar to the American Historical Association, consists of the teachers of political science in the leading colleges and universities in the United States, members from a number of institutions abroad, government officials, "brain trusters," and many others. Among those who have served as presidents of the Association, to mention only a few, are such men as Woodrow Wilson, James Bryce, Albert Bushnell Hart, John Bassett Moore, Charles A. Beard, Albert Shaw, W. W. Willoughby, James W. Garner, Francis W. Coker, Arthur N. Holcombe, and Clarence A. Dykstra.

Membership and attendance at meetings of this kind afford an opportunity to become acquainted with men, some of whom are the writers of textbooks used in our classes. One frequently learns the viewpoints of these men relative to various questions and problems. The results of extensive research are made available through the cooperation of such organizations, by means of journals, yearbooks, and other publications which often prove helpful. These meetings also serve as a clearing house for ideas, if not ideals, and constitute an important basis for educational cooperation.

But of even greater importance is the opportunity afforded by such attendance for gaining impressions and an acquaintance

with movements that are on foot and their inevitable results. This is all the more evident when we keep in mind that the plans and procedures to be followed in government are to a considerable extent the product of the minds of these men.

ALVIN W. JOHNSON,
Head of the Department of History,
Pacific Union College.

EVERETT DICK, head of the History Department of Union College, was absent on leave the first semester of the year 1938-39, doing research in the preparation of a companion volume to his work, *The Sod-House Frontier*, published by the D. Appleton-Century Company in August, 1937.

The former volume was a story of the struggles of the early settlers on the Northern plains, how they solved their problems, broke the soil, built and warmed their homes, built their towns, and formed protective organizations.

The volume under way at this time, like the other one, is a social history, dealing with the plains area during the period previous to its settlement. Among the figures who tramped the prairies and mountains before the permanent settlers came were the trapper, the fur trader, the missionary, the Indian agent, the miner, the overland traveler, the railroad builder, the surveyor, and the cowboy.

Doctor Dick has traveled with a trailer house for four months throughout the plains area in search of material for the new book. The expenses of this research project have been defrayed by a grant-in-aid from the Social Science Research Council, granted on the merits of *The Sod-House Frontier*. The new book is expected from the press before the end of 1939.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE convened at Richmond, Virginia, December 27-31, 1938, for its annual winter meeting. The association comprises fifteen sections and 166 associated and affiliated scientific societies covering practically the entire field of pure and applied science. The membership of the association numbers about twenty thousand, while that of its affiliated societies reaches almost a million. Any one interested in

science may become a member of the association.

Representing Washington Missionary College at the Richmond meetings were the writer and one of his enthusiastic biology students. The former attended meetings on experimental embryology and morphology in particular, while the latter devoted himself largely to the sessions on entomology. Since there were usually from fifteen to twenty different meetings going on simultaneously, one had to be content with witnessing but a small fraction of the vast proceedings of this great five-day science convention.

The benefits to be derived from such a meeting may be gathered from the following summarized list of attractions at the convention:

1. Exhibits of commercial and scientific organizations, such as publishers; chemical, physical, and biological supply houses; and electrical and radio manufacturers.
2. Special demonstrations presented as, or in conjunction with, papers on recent individual or group research other than commercial.
3. Illustrated lectures describing recent research and discoveries.
4. Motion pictures on interesting and new phases of science.
5. Group dinners and informal gatherings where zoologists, for example, might mingle and talk things over.
6. Tours to industrial plants and historic places in and near Richmond.
7. Personal contact with many leading scientists of America.

LAURENCE M. ASHLEY,
*Head of the Department of Biology,
Washington Missionary College.*

THE AMERICAN HISTORICAL ASSOCIATION assembled for its fifty-third annual meeting, December 28-30, 1938, in Chicago, Illinois. Fourteen other historical societies met here at the same time. There were sectional meetings for all fields of history, so that one could choose from the fields of ancient, medieval, modern, oriental, American, and Latin-American history.

Doctor Artz of Oberlin College read a paper on "Bonapartism and Dictatorship."

Doctors Hayes of Columbia University and Winnacker of Nebraska University led the discussion. The remarks drifted to parallels with our modern dictatorships. It seemed to be the concensus of thought at the meeting that democracy and liberty are declining and that dictatorships and loss of liberty are on the rise in all countries, even our own.

The most important and most largely attended meeting was the debate between Professors Sidney B. Fay, of Harvard University, and Bernadotte E. Schmitt, of the University of Chicago, America's two foremost historians, on the subject of war guilt. Their topic was, "The Question of the Origins of the World War: Present Status."

The presidential address was given by Frederic L. Paxson, of the University of California. He spoke on demobilization of America after the World War.

There were present at this meeting seven teachers of history from several of our own denominational colleges: Dr. Everett Dick from Union College, with his two assistants, Doctor Hagstotz and Principal Floyd Bresee; Dr. Malcolm Hause of Atlantic Union College; the writer, from Emmanuel Missionary College, and two of his assistants, Professors Robert MacMorland and Edwin Thiele. These seven held round-table meetings, and definite plans were made for furthering the Seventh-day Adventist Historical Society. Its new constitution was adopted and a drive for new members was inaugurated.

It does one a great deal of good to attend these meetings and let these men know that he is progressive and interested in real scholarship. With proper facilities I believe our men can do for this denomination a great service in placing our movement on a sound historical basis, and can command respect and attention for our contributions in various fields.

HAROLD O. McCUMBER,
*Head of the Department of History,
Emmanuel Missionary College.*

THE PACIFIC COAST BRANCH OF THE AMERICAN HISTORICAL ASSOCIATION held its annual meeting during the Christmas holidays. It was my privilege to be at the session. Like others among our college teachers, I recognize the value of membership in

such associations and attendance at their conventions. Through such media we have found genuine intellectual stimulus, and have also made valuable personal contacts which have developed into lasting friendships. Questions have been frequently asked about our own institutions, and we have been able to present our principles to those who might otherwise never have become acquainted with them.

In some instances, it has been our privilege to aid in arranging the convention programs, and at other times we have presented papers embodying our own research before these assemblies. Of special interest have been the addresses presented by recognized authorities in their respective fields, some of which have been factual while others have been interpretative.

From these professional conventions we have returned to our classrooms with added knowledge, with new enthusiasm, and with a determination to make definite contributions to our branch of learning.

PERCY W. CHRISTIAN,
*Head of the Department of History,
Walla Walla College.*

THE MODERN LANGUAGE ASSOCIATION OF AMERICA has as its guiding principle the pursuit of fact and truth by scientific methods. This was apparent in any one of its many sections when thousands of scholars and teachers met in New York City last December for the fifty-fifth annual convention of that organization. Through the patient toil of these men and their predecessors, many of the most useful volumes in our libraries have come into being, much invaluable information has been disclosed, and many traditions and false beliefs have been swept away.

It is well that in our work as a denomination we add to this commendable type of activity an essential spiritual value for the sake of which all our other efforts are made. Nevertheless, a sound and unbiased knowledge of the past, as it is revealed in history and in the literature of those times, must be recognized as fundamental to any intelligent interpretation of prophecy. Slipshod methods or attitudes in regard to one's knowledge of the past constitute treacherous foundation material, and contact with a group of

men who for the most part devote their lives to such work as is fostered by this association may wholesomely augment one's esteem for impartial attitudes and scientific methods in the determination of facts.

Washington Missionary College manifests its spirit of cooperation by making it possible for its representatives to participate in the activities of the Modern Language Association and other worthy organizations.

PAUL T. GIBBS,
*Head of the Department of English,
Washington Missionary College.*

MY SABBATICAL LEAVE during the first semester of this year permitted me to visit fourteen universities, eight theological schools, all of our own senior colleges, and three of our academies. My purpose was to observe the most recent developments in foreign-language teaching and to meet personally a large number of textbook writers and outstanding teachers.

The schools visited were: Washington Missionary College, Atlantic Union College, Harvard University and its School of Divinity, Boston University, Yale University, Columbia University, New York University, the Union Theological Seminary, the White Bible Institute, the Greater New York Academy, Princeton University, the University of Pennsylvania, Johns Hopkins University, George Washington University, Maryland University, Ohio State University, Mount Vernon Academy, University of Michigan, Emmanuel Missionary College, University of Chicago, its School of Divinity and Oriental Institute, Northwestern University, Garrett Bible Institute, West Seabury Seminary, Moody Bible Institute, Broadview Academy, Union College, University of Nebraska, and Walla Walla College.

I came back with a feeling that the reason we need our own schools is not simply to keep our young people from the errors of evolution and Modernism, but also to keep in view the great objective of true education, which is not the mere accumulation of knowledge, but the formation of Christian character and service for God and man.

L. L. CAVINESS,
*Head of the Department of Modern
Languages, Pacific Union College.*

Our Program

Continued from page 6

Even writers outside our own ranks are pointing out the deadly peril to the youth of the present day that comes as a consequence of the instruction they are receiving in the schools of the world. Nor do our own teachers escape this baleful influence when they resort to secular centers of learning. There is not a man or woman among our own educators who cannot recall specific cases among his own associates of persons who have gone down before the blighting influences of the very thing pointed out to us in such clear terms so long ago.

In placing their sons and daughters in our schools, parents have committed to our educators the most sacred trust in their possession. In providing these schools, the church is depending upon the instructors to bring our youth to Christ and train them for the service of our great cause. Again the Spirit of prophecy declares: "Our youth are thus . . . to acquire a knowledge of the Most High God, and to make Him known as the only true God." In our educational system today we have the opportunity for putting faith into the hearts of our young people, and restoring to them the key of true knowledge. This work should be carried into every classroom and into every subject taught. Only in this way can our schools fulfill their sole mission of saving our youth and educating them to do their part in the finishing of our great work.

To helping to keep this exalted objective before our educators, and to constantly molding the daily work in all our schools to so noble an end, this new educational journal is dedicated.

Bible Instruction

Continued from page 11

churches or in evangelistic efforts to reach those not of our faith. It is pleasing to know that many have been brought into our truth through the efforts of our students in these endeavors.

In harmony with the words of our Lord, "By their fruits ye shall know them," we also stress pragmatic Christian living. The true Biblical Christian should display in

his life those virtues of true spiritual experience that really witness for God. The doctor is especially called upon to do this. He may not have occasion to employ often the direct evangelistic attack of the preacher, but through indirection his faithful, devoted, godly life may advertise the wares of heaven. He can stress the spiritual values of life, he can temper the grossly materialistic features of his profession by those divine graces that so mightily affect those who are brought within the orbit of his endeavors.

Lastly, we need the prayers of our people, that we may remain true to the high trust placed upon us. We must keep faith with the fathers and mothers who send their sons and daughters to our halls; we must keep faith with our leaders, and above all with our great Leader, Jesus Christ.

Patriotic Program

Continued from page 21

We plan to have one of the eighth-grade boys explain the origin of this pledge and then lead the pupils in repeating it.

f. Song: "Mount Vernon Bells." (*The Year's Entertainment*, by Inez N. McFee.)

3. Episodes from the life of Lincoln.

a. The Soldier's Reprieve. (Found in *True Education Reader*, Book 6.)

The children of grades five and six will give this selection in the way that an audience reading lesson is sometimes given. The special parts will be assigned to individual children who will read them dialogue fashion. The explanatory parts will be read by the other children in turn.

b. Dialogue: Lincoln Dramatization. (*Normal Instructor*, February, 1928.)

This dialogue presents simple dramatizations of some of the outstanding experiences of Lincoln's life.

c. Gettysburg Address.

This will be memorized and given by a seventh-grade boy.

4. Closing song: "America for Me," by the group. (This song, as well as "How Betsy Made the Flag," is found in the song-book *The Victor*, Hall-Mack Company.)

LORENA E. WILCOX,

*Principal of Normal Training School,
Washington Missionary College.*

Evaluating Secondary Schools

Continued from page 20

18. An important function of a national, regional, or State agency should be stimulation toward continuous growth and improvement, not merely inspection and admission to membership.

The conception of the State, regional, or national organization as an inspectorial or standardizing agency should give way to one of mutual friendliness, helpfulness, and stimulation to constant improvement of all schools, good or poor. While accreditation for college admission may be based on relatively few factors, stimulation of a school to become a better school makes a much more extensive body of criteria both desirable and necessary. Such stimulation requires attention not only to such factors as may discriminate between the good school and the poor school, but also attention to all factors or elements common to all types of schools. Mere accreditation is not sufficient; it is simply one step in a continuous process. In a democracy a school should not be satisfied with being *good*; it should strive constantly to become *better*.

Christian Education

Continued from page 15

Case number two: A young mechanic saw in his union paper the announcement of studies offered by the Institute. He enrolled for one course, then another, and presently gave up his job, and went to the nearest junior college. After graduating there he spent two more years in one of our senior colleges. Today he is pastor of

a church of nearly five hundred members. It is pleasant to add that the study spirit that he developed during those busy years when he spent the days working with his hands, and the evenings in hard study, has made him successful in encouraging others to develop their talents. He himself conducts a seminar with a group of young men who are actively engaged as lay preachers. One of his Bible workers has taught a Home Study group of more than one hundred in Lay Evangelism II, under the guidance of the Institute.

It is enough to remark in closing that the Home Study Institute is on the job fifty-two weeks in the year. If one of our teachers takes a holiday, we arrange for a substitute, and the work goes steadily forward. With our branches in the Orient, in Australia, and in Southern Europe, we deal in the course of a year with about four thousand pupils; but we always have room for more, and we deeply appreciate what our friends are doing to put us in touch with young people who should be encouraged to give their leisure hours to study.

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