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Speak the Cheering Word

THREE of the four greatest events in the life of Christ as the Saviour of men were joyous. At His birth a multitude of the heavenly host praised God, and the Magi and the shepherds adored the newborn King. Men in the following centuries have marveled at the unprecedented and priceless gift, and have attempted to celebrate in song the anniversary of the day and to express their gratitude.

The day of the crucifixion was devastatingly sad and disappointing for the disciples, but it soon turned into the glorious resurrection morning. Jesus broke the power of death, took possession of its keys forevermore, and became in fact the Resurrection and the Life. He commanded Mary not to weep but to be glad in His hour of victory. Great was the rejoicing of the heavenly host.

When He left the surprised disciples on the mount of ascension, He was received as the King of glory back into the realms of the Father through uplifted, everlasting doors. The angelic host proclaimed the triumphant return. All hearts rejoiced. No voice was silent. It was a time for singing. The heavenly arches must have echoed and re-echoed the symphony of victory.

As heavy as His own heart must have been at times, He was always the speaker of cheery, comforting, inspiring words and the lifter of heavy burdens. He held nothing back that would help and encourage. To have won the lifetime gratitude and devotion of His disciples, He must have been more than a philosopher or teacher. His life was the light of men then, as it always will be. In so far as His children are able to live His life before others, they too can cheer and inspire.

Jesus's birth in a Judean manger may be inaccurately located in man's chronology, but there is no denying the fact of His birth. What a beautiful story it is! What rejoicing there should be in telling and retelling it! Just to think that the Son of God became the Son of man also, and was here to save His people from their sins. The memory of the gift and the life should fill every heart with joy and put on every tongue a song of praise. In times when men's hearts fail them for fear, and are heavy with uncertainties and anxieties, the Christian should be radiant with hope and good cheer.

It must be remembered that the human mind and spirit are so formed by heredity and exercise that not every person has the same resources of cheer and uplift. To different individuals may be committed the tasks of hewing stone, of putting heavy beams in their places, or of erecting altars. Where could the singers sing or the preachers preach if there were no masons and hewers of wood? And how heavy would be every burden were there no song or sermon to inspire and sustain!

Then let the singers sing, and those in whose hearts are cheery words speak them, that the sad may find comfort, the weak receive strength, the darkened find the lighted way, and the weary feel their burdens eased.

"Without a song the day would never end;
Without a song the road would never bend;
When things go wrong a man ain't got a friend
Without a song.

. . . . .

"I'll never know what makes the rain to fall;
I'll never know what makes the grass so tall;
I only know there ain't no love at all
Without a song."

The JOURNAL of TRUE
Education

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

Education for Work vs. Education for Leisure*

Merton E. Hill

DIRECTOR OF ADMISSIONS, UNIVERSITY OF CALIFORNIA

IS it possible that the Federal Government has found it necessary to pay young men and young women through the CCC and NYA to learn to work? Is it possible that we school people have been following after false gods? Since 1918 we have been talking glibly about "education for leisure" and have tried faithfully to adopt this as one of the seven "cardinal principles of secondary education." And lo, and behold! twenty years later we find the Federal Government in the process of setting up a parallel system of public education based on the principle that "work educates."

The schools should wake up and encourage types of courses that give training in the work of the world. In addition, co-operative part-time employment, so successful in quite a number of schools, now should be extended further. It is true that high school and junior college students need to be trained in English and history, science and mathematics, art and music, but they also need to be trained in the application of these subjects to the work of the world.

No one program will suit the needs of every school, nor of every pupil within the walls of one school. That educational program is the soundest that has balance provided by the curricular offerings. This can be secured best through the proper blending of the vocational with the academic, of the cultural with the practical. A highly successful academic student looking toward engineering or medicine, law or teaching, commerce or the ministry, should take at least one practical subject each year. Let every junior and senior high school and junior college train young people not only in those subject fields termed academic, but let them give every boy and girl and every young person some type of training in hand skills.

"Let every boy learn a trade" was paramount in the educational philosophy of the past. The apprentice system had its advantages. These advantages should be taken over by the public schools, for

* Reprinted from the *California Journal of Secondary Education*, May, 1942.

today and for many years to come the schools must provide the basic training for most of our people. We cannot win the war on the basis of "education for leisure"; this philosophy must be replaced by "education for the work of the world"—the 4-H Club members and the Future Farmers of America have great enthusiasm, for they are motivated by actually doing some of the work that the world demands.

The time has come when school boards and school administrators should put new requirements into force designed to give every boy and girl at least one type of training that is necessary to the perpetuity of the democratic way of life. If each pupil is required to take during each semester of his school career in grades seven to fourteen one or more "national service" courses, he will be equipped at twenty to perform many of the necessary services of government, or he will be equipped to complete successfully the collegiate courses deemed necessary for the welfare of the country.

Let us examine the possibilities offered by a modern comprehensive high school or junior college. The high school usually offers a variety of curriculums, including a college preparatory course and a number of specialized curriculums. Usually cultural or academic courses are included in each of the specialized curriculums; why not include a skill-developing course each year in the college preparatory curriculum? And why not require every student to take each year a course which prepares him to work?

Let us take a core curriculum that prepares for admission to the University, and build around it or weave into it courses of the skill type.

A great need all over the country is for competent office workers; I have not known a time when a competent stenographer could not get work, and there is greater need today for well-trained secretaries than ever before. The following four-year curriculum will provide the basic training for a stenographer and will provide admission to any college of the university, including the college of engineering:

First Year

English
Algebra
Language (any)
Mechanical Drawing
Physical Education

Second Year

English
Plane Geometry
Second-Year Language
Typing
Physical Education

Third Year

English
Advanced Algebra
Chemistry
Shorthand
Physical Education

Fourth Year

United States History and Civics
Solid Geometry and Trigonometry
Physics
Office Practice (including Typing and Shorthand)
Physical Education

Students of the academic type are capable of adding to this program courses in art and music if they wish. Such a program of studies for four years not only will ensure admission to practically every college in America (if the grades are sufficiently high) but will give the student a type of training that will enable him to work his way through the college or university of his choice. (As I write these lines I could give from two to four young people jobs in my offices that would guarantee their expenses in the university.) The first "national service" sequence suggested thus consists of typewriting, shorthand, and office practice.

A second sequence strongly advocated consists of (1) mechanical drawing, (2) woodshop, (3) auto mechanics, and (4) machine shop. Here is a sequence designed to give the student training in hand skills. Just slip these subjects into the place occupied above by the commercial subjects, and we have a curriculum that again will admit a student to the college of his choice without difficulty. The boy trained in these subjects two hours daily for four years is ready for college, or he is ready to acquire quickly the training necessary for immediate employment in a modern factory or shop. Give him four hours a day, drop out part of his academic courses, and substitute other practical courses like the commercial, and the youth is well trained for employment. Even then we would accept him in the university if his grades are high enough, should he decide later that he wants a college education.

A third sequence suggested is an agricultural program for boys and a home economics program for girls. Substitute for the commercial subjects given above courses in agriculture or home economics, and again you have achieved a combined college preparatory and "national service" curriculum. Boys should be trained through appropriate courses in how to plant, how to cultivate, how to produce, how to harvest, for we need to give attention at once to providing through the schools a supply of farm labor when the "farm hands" have been taken away. Schools will have to release their boys when the need arises without penalizing them for absence. We should train them, also, in vegetable production, in caring for the gardens formerly looked after by the Japanese.

We talk about courses in family relations, but forget that the best training in good family relations has taken place through the work experiences of "chores." When this country was young every child shared in supplying the family needs. One cut wood and kept the woodbox piled high; another weeded the garden and brought in, through his skill, all the fresh vitamins of the alphabet; another washed and wiped the dishes, set them away, and later set the table for the next meal; another mended clothes, darned stockings, and swept the rooms. And around the lamplight they studied the lessons for the next day out of McGuffey's *Readers* and Greenleaf's *Arithmetic.* Here is a picture that should return in America, with slight changes in the authorship of texts. Such a return would be like the Renaissance.

The foregoing presentation is not new. In McGuffey's *Sixth Reader* is contained the following statement on labor by Horace Greeley:

"Every child should be trained to dexterity in some useful branch of productive industry, not in order that he shall certainly follow that pursuit, but that he may at all events be able to do so in case he shall fail in the more intellectual or artificial calling which he may prefer to it. Let him seek to be a doctor, lawyer, preacher, poet, if he will; but let him not stake his all on success in that pursuit, but have a second line to fall back upon if driven from his first. Let him be so reared and trained that he may enter, if he will, upon some intellectual calling in the sustaining consciousness that he need not debase himself, nor do violence to his convictions, in order to achieve success therein, since he can live and thrive in another (if you choose, humbler) vocation, if driven from that of his choice. This buttress to integrity, this assurance of self-respect, is to be found in a universal training to efficiency in productive labor.

"The world is full of misdirection and waste; but all the calamities and losses endured by mankind through frost, drouth, blight, hail, fires, earthquakes, inundations, are as nothing to those habitually suffered by them through human idleness and inefficiency, mainly

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A Club for Future Teachers

Olivia B. Dean

DIRECTOR, TEACHER-TRAINING DEPARTMENT, SOUTHERN JUNIOR COLLEGE

TEACHING is a patriotic service, and many teachers are loyal to their profession, despite opportunities to enter other lines of work for higher salaries. However, the longer this war lasts, the more serious the teacher shortage will become. War has taken teachers from the schools; it has reduced the supply of beginning teachers. This situation can be met only by creating among young men and women an interest in the teaching profession at the time vocational choices are being made. Beginning teachers will now find positions more easily than in other times, and for those who show ability, advancement will be more rapid.

A club for all students enrolled in teacher-training courses will bring together these young people in mutual cooperation and helpfulness, and it will also give them training in leadership. The club here considered is the Future Teachers of America. To be a member of this group, the student must purpose to devote his life to teaching and to prepare for that work through earnest study and action.

Joy Elmer Morgan, editor of the *Journal of the National Education Association*, states the basis of the Future Teachers of America organization thus:

"The future of mankind is in the youth today. It offers young people activities through which they can improve themselves and look forward to useful careers in that greatest of all occupations —teaching." [1]

"Young people who expect to teach commonly make their choice of occupation earlier than others. Before the FTA movement began, there were high school clubs of youth interested in teaching and one or two of these had been known as future-teachers clubs, following the pattern of Future Farmers of America. There have been education clubs and other groups in colleges. The FTA movement is much broader in scope than any of these. It grew out of the Horace Mann Centennial, which was observed throughout the United States in 1937 under the leadership of the National Education Association. It is a project of the organized profession." [2]

The FTA movement has grown rapidly. In the spring of 1939, 14 FTA chapters were chartered in colleges and universities. One year later there were 64 college and university chapters in 33 States, holding charters in good standing, with a membership of 1,565. It was in 1940 that a chapter was organized at Southern Junior College. Mrs. Grace Evans Green sponsored the club of 28 members. It was the fourth to be chartered in Tennessee.

The National Committee of the Future Teachers of America suggests that the FTA chapters be named after men and women who have made significant contributions to education, and the club at Southern Junior College was happy to name itself the Ellen G. White chapter. It meets regularly once a month, with special meetings called when educational leaders visit the college. At such times the Future Teachers usually plan a luncheon and invite the visiting educator to be the guest speaker.

[1] Joy Elmer Morgan, "Future Teacher Ideals and Purposes," Personal Growth Leaflet No. 170, p. 3. Washington, D. C.: National Education Association.

[2] Joy Elmer Morgan, "Future Teachers of America," Personal Growth Leaflet No. 11, p. 7.

Future Teachers "learn to do by doing." Some FTA programs are of the conventional type, featuring talks by members or guest speakers. At other meetings certain projects may be selected for club activities, and at least twice a year there is a social event for the Future Teachers.

The purposes of the FTA movement, as explained by Mr. Morgan, are:

"1. To develop among young people preparing to be teachers an organization which shall be an integral part of State and national education associations.

"2. To acquaint teachers in training with the history, ethics, and program of the organized teaching profession.

"3. To give teachers in training practical experience in working together in a democratic way on the problems of the profession and the community.

"4. To interest the best young men and women in education as a lifelong career.

"5. To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship.

"6. To seek through the dissemination of information and through higher standards of preparation to bring teacher supply and demand into a reasonable balance." [3]

The expectations of the FTA movement are:

"1. Earlier awakening of the individual who plans to be a teacher to the possibilities of his own life.

"2. A better development of the character qualities essential to the teacher by attaching importance to them early in the student's life.

"3. A richer cultural background for the student who early appreciates the importance of that background to his teaching achievement.

"4. Specific training in democratic cooperative action through projects carried out by high school and college groups.

"5. Greater strength, unity, and effectiveness in professional organizations.

"6. A better appreciation among the people of the importance of teachers' colleges and schools of education." [4]

The FTA chapter is the local organization. Each FTA member is also a junior member of the National Education Association, and in those States which have adopted plans for FTA members, he is also a member of the State education association. Under this plan each member pays State and national dues of $1.50 or $2 per year—$1 going to the national association and either 50 cents or $1 to the State.

The national FTA gives generous service both to the chapter and to the individual members.

The chapter receives:

1. An attractive charter for framing, with a gold seal each year to show that the chapter is in good standing.
2. A library of books and materials with additions each year.
3. Special services in planning programs and projects.
4. The right to call upon officers of the NEA to meet with the chapter.

The individual member receives:

1. Nine issues of the *Journal of the National Education Association.*
2. Ten Personal Growth Leaflets which he may select from the entire list.
3. The right to wear the FTA pin.
4. A National Certificate of Merit at the end of his college course if he has earned 200 or more merit points.[5]

"FTA emphasizes a fourfold program of growth and achievement. This program includes personal cultivation to make the most of yourself; the improvement of the teaching profession through democratic organization; community betterment through co-operative action; and

[3] Joy Elmer Morgan, "Future Teacher Ideals and Purposes," Personal Growth Leaflet No. 170, p. 6.

[4] *Id.*, p. 7.

[5] Joy Elmer Morgan, "FTA at Work in Colleges and Universities," Personal Growth Leaflet No. 166, p. 6.

the development of wide cultural interests." [6]

Since the purpose of FTA is to train for democratic co-operative action, importance is attached to projects in which young people work at educational and civic problems. Such projects may include:

1. Assisting in organizing FTA clubs in neighboring academies.
2. Helping to plan and observe American Education Week in November each year.
3. Helping to develop a recreation program for younger children in the community.
4. Teaching in Sabbath school or helping with the J. M. V. Progressive Classes and Junior camps.

FTA merit points are awarded for achievement. A merit point is earned by an hour's work on an FTA project. It is hoped that FTA members will average 50 merit points each year. Thus in four years the student will have earned 200 merit points and will be eligible to receive a certificate of merit. The merit points represent service to the school or community.

The pin of the FTA is the symbol of its purposes, ideals, and achievements, and is a badge of honor and distinction. To wear it indicates the student's purpose to make the most of himself and to be useful to his fellow men. The pin is made of sterling silver with the torch in red enamel and the letters FTA against a background of black.

The Future Teacher's pledge should be understood and kept by all members. It may be read responsively each time new members are admitted. The sponsor or president of the chapter reads: "The good teacher requires physical vitality."

Both old and new members respond, "I will try to keep my body well and strong." And so on for each part of the pledge:

Physical vitality. "I will try to keep my body well and strong."

Mental vigor. "I will study daily to keep my mind active and alert."

Moral discrimination. "I will seek to know the right and to live by it."

Wholesome personality. "I will cultivate in myself good will, friendliness, poise, upright bearing, and careful speech."

Helpfulness. "I will learn the art of helping others by doing helpful things daily in school and home."

Knowledge. "I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions."

Leadership. "I will make my influence count on the side of right, avoiding habits that weaken and destroy.

"These things will I do now that I may be worthy of the high office of teacher." [7]

Mr. Morgan stresses the importance of the experimental attitude among future teachers:

"The desire to find a better way—which leads to constant planning, experiment, and replanning—is important in the school classroom. It is doubly important in the school which prepares teachers to face the needs and opportunities of tomorrow. It is trebly important in the organizations of future teachers and teachers in service, for every gain in the vision and effectiveness of our co-operative professional organizations multiplies itself a thousand times in the lives of young people in the schools. FTA emphasizes this experimental spirit. It does not ask that every club be alike; that every chapter do the same things; but that every club, chapter, and State seek constantly to bring its leadership

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[6] Joy Elmer Morgan, "What It Means to Be a Future Teacher." Personal Growth Leaflet No. 165, p. 6.
[7] Joy Elmer Morgan, "Future Teacher Ideals and Purposes," Personal Growth Leaflet No. 170, p. 8.

"One-Two-Three-Four" for Teachers

F. G. Ashbaugh
SECRETARY, MEDICAL CADET CORPS, PACIFIC UNION CONFERENCE

IN *cadence,* COUNT—One, two, three, four; one, two, three, four! Teachers have to be trained, you know, before they can train others. The General Conference action recommending Medical Cadet Corps training for the academies posed a real problem for the educational and Medical Cadet Corps departments. The first and indispensable requirement was trained personnel on the teaching staff. Since trained staff officers in nonacademic corps were all volunteer workers and not available at regular class periods during the day, the regular academy teachers had to be trained for Medical Cadet Corps officership.

The problem was studied by the Pacific Union Conference committee and a subcommittee appointed with power to act. It was decided to ask each academy in the Union to select a minimum of two teachers from its staff and send them to a special "workshop" at La Sierra College for Medical Cadet Corps and physical education training. In a short time the headquarters staff of this special training school was made up of trained Medical Cadet Corps officers, chaplains, doctors, nurses, and physical education directors.

The training period allotted was wholly inadequate for the purpose of training cadet corps officers, but was arbitrarily confined to six weeks because of the summer school program. With a congested summer program the marvel is not that there were only six weeks, but that there was any time at all! The training period was equally divided between Medical Cadet Corps and physical education work, three weeks for each—and what weeks they were!

For morning worship the chaplain covered the main lessons in "Denominational Principles of Noncombatancy and Governmental Relationships," which form the basis of the chaplain's work in all the cadet corps. Discussion periods were arranged and proved very helpful in clarifying thought and unifying belief. How important, indeed, it is to present a united front as educators in dealing with thousands of the youth on the vital issues of patriotism, duty, wartime responsibilities, Sabbathkeeping, noncombatancy, and conscience.

Worship over, after a very short intermission the order was, "Fall in." Military formation was used in most cases in going from one building to another. Because of the shortness of the training period, every minute was precious and was utilized to give the teachers practice in and out of class to get the "feel" of regimentation. The large camp meeting auditorium at La Sierra College was ideal for giving the basic military training. Teachers with previous military training were used as officers, and all went through the required course.

Many innocent bystanders think of the Medical Cadet Corps training as little more than marching and setting-up exercises. The technical subjects require real study and application. Previous contacts of the leaders made it possible to secure excellent military training films used by the Army, and many were secured on such subjects as military training, defense against chemical warfare, medical work, and map reading.

The daily program was scheduled to the last minute and the Medical Cadet Corps graduation exercises, with the awarding of the rank of cadet second

lieutenant to each graduate, struck the closing note of six weeks of happy work and fellowship.

The physical education program took over for the last three weeks of the training period under a capable staff and was thoroughly enjoyed by all. The medical lectures given by Doctors Wayne McFarland and Mary McReynolds were most helpful and inspiring. Miss Jeanne Middleton, of the Loma Linda Sanitarium, led into the fundamentals of scientific physical education. As the days went by, vision enlarged, and those who were tempted to scoff (thinking they knew it all already) were inclined to pray that they might measure up to the intricacies of real up-to-date training. Since physical education leaders must supervise the play periods of the academic program, the games most common and desirable were played by all the teachers enrolled as part of their training. The group voted unanimously to request another such school next year to continue the training.

Basic and Technical Training

One-Year Program

1. MEN

FIRST SEMESTER

Field Work:	*Class periods (45 min. each)*
Soldier dismounted and close order drill	22
Litter drill	22
Interior guard duty	2
Classwork:	
Military courtesies and discipline	5
Uniform regulations	1
Army regulations	3
Articles of war	3
Cover and concealment	4
Map reading	5
Organization of Army Medical Corps	9
Camp sanitation	6
Periods	82

SECOND SEMESTER

Field Work:	
Physical training, marches, and bivouac	20
Classwork:	
First aid, anatomy, and physiology	24
Bandaging	12
Splinting	12
Individual defense against chemical, air, and mechanized attack	6
Emergency medical tag	2
Personal hygiene	8
Company records and military correspondence	2
Signal communications	2
Periods	88
Total periods	170
Citizenship (periods)	12
Grand total periods	182

2. WOMEN

FIRST SEMESTER

Field Work:	*Class periods (45 min. each)*
Soldier dismounted and close order drill	17
Classwork:	
Military courtesies and discipline	5
Uniform regulations	1
Army regulations	3
Orientation and nursing ethics	2
Nursing arts	54
Periods	82

SECOND SEMESTER

Field Work:	
Soldier dismounted and close order drill	5
Litter drill	12
Physical exercises	12
Classwork:	
First aid, anatomy, and physiology	24
Bandaging	8
Splinting	8
Individual defense against chemical, air, and mechanized attack	6
Emergency medical tag	2
Personal hygiene	4
Company records and military correspondence	2
Sanitation	2
Map reading	3
Periods	88
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Grand total periods	182

Training in Self-Government

D. Lois Burnett, R. N.
ASSOCIATE SECRETARY, MEDICAL DEPARTMENT

STUDENT participation in school government is accepted quite generally in the educational world today. Practically every Seventh-day Adventist school of nursing has some type or degree of it. This usually exists in the form of well-developed class organizations with faculty approval and counselors, and in addition, a girls' club which brings together the entire student body into one group. The aim of the group, generally speaking, is to provide an organized channel in the extraprofessional life of the student for promoting religious activities in the student body and to encourage students to become more creative in planning other activities. A well-developed and effectively operated plan of school government does not come into being overnight, but has its beginning from such nuclei. The question is, Are these types of group organizations adequately providing for the spiritual and social growth and development of the students? Would a greater extension of these be desirable?

It is generally recognized that an effective school government makes provision for the all-round development of the student and thus is concerned with the conduct of a broad program of activities. It should be pointed out here that the aims of school government are very narrow if they are concerned only with the making and enforcing of rules and the policing of students. After all, only a relatively small per cent of the population of any community needs policing. The government of any school should, therefore, concern itself with the all-round development of the student.

What are the ultimate objectives of school government? How are these objectives to be attained? Are the Seventh-day Adventist schools of nursing meeting these today? What instruction is there in the Spirit of prophecy concerning this? The next question which may well be asked is, What type of government will be most effective for a Seventh-day Adventist school of nursing? Should it be student government, faculty government, or a combination of these? To what extent should students participate?

"To direct the child's development without hindering it by undue control should be the study of both parent and teacher. Too much management is as bad as too little." [1] Obviously, this instruction was given for the teaching of small children. However, all will agree that the principles apply equally to the education of mature students, and in this specific situation, to student nurses.

"As the students study under wise instructors, and unite with them in sharing responsibilities, they may by the aid of the teachers climb to the topmost round of the ladder." [2] "The teacher must make rules to guide the conduct of his pupils." [3] "The rules governing the schoolroom should, so far as possible, represent the voice of the school." [4] "Every principle involved in them [rules] should be so placed before the student that he will be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed." [5]

In harmony with the above instruction, school government may be consid-

[1] Ellen G. White, *Education*, p. 288.
[2] Ellen G. White, *Counsels to Teachers*, p. 481.
[3] *Id.*, p. 153.
[4] Ellen G. White, *Education*, p. 290.
[5] Ellen G. White, *Counsels to Teachers*, p. 153.

ered as a co-operative organization, in which the students are helping or sharing in their own government. Ambler points out that this type of "organization is founded on its value as an educative system. Its purpose is to develop the social efficiency of the individual as a citizen, to lay a foundation for future professional organization work, to bring about a self-imposed discipline and to develop personality and character and a sense of true justice." [6] The proper development of this type of school government will require much more time and direction than an office-centered type. The results will be larger in proportion to the amount of time spent in counsel and wise direction.

"Could the instructors of children and youth have the result of their mistaken discipline mapped out before them, they would change their plan of education. . . . God never designed that one human mind should be under the complete control of another. And those who make efforts to have the individuality of their pupils merged in themselves, to be mind, will, and conscience for them, assume fearful responsibilities. These scholars may, upon certain occasions, appear like well-drilled soldiers; but when the restraint is removed, there will be seen in them a want of independent action from firm principle.

"Those who make it their object so to educate their pupils that they may see and feel that the power lies in themselves to make men and women of firm principle, qualified for any position in life, are the most useful and permanently successful teachers. Their work may not show to the very best advantage to careless observers, and their labors may not be valued as highly as are those of the teacher who holds the minds and wills of his scholars by absolute authority; but the future lives of the pupils will show the fruits of the better plan of education." [7]

Are there sound principles and reasons underlying the various regulations in each school of nursing? Are these understood by the students? If not, how can the instructors intelligently guide and direct the student through her experiences in such a way that she will develop self-reliance and self-control?

"The young should be controlled by firm principle, that they may rightly improve the powers which God has given them. But youth follow impulse so much and so blindly, without reference to principle, that they are constantly in danger. Since they cannot always have the guidance and protection of parents and guardians, they need to be trained to self-reliance and self-control. They must be taught to think and act from conscientious principle." [8]

True co-operation is not merely a willing assent but a participation based upon intelligent understanding. Some rules and regulations are essential for the conduct of every type of activity and undertaking, and particularly so for group activity. "These rules should be few and well considered, and once made they should be enforced." [9] But "do not bind down the young to rigid rules and restraints that will lead them to feel themselves oppressed, and to break over and rush into paths of folly and destruction. With a firm, kind, considerate hand, hold the lines of government, guiding and controlling their minds and purposes, yet so gently, so wisely, so lovingly, that they will still know that you have their best good in view." [10]

Note the counsel that teachers and guardians are to "hold the lines of government, guiding and controlling their [students'] minds and purposes." Obviously, school government is not to be

[6] Florence A. Ambler, "A Faculty-Student Co-operative Organization," *American Journal of Nursing*, Vol. XXXVII, No. 9 (September, 1937), p. 962.

[7] Ellen G. White, *Counsels to Teachers*, p. 76.
[8] *Id.*, p. 333.
[9] *Id.*, p. 153.
[10] *Id.*, p. 335.

student government, but rather a faculty-student co-operative organization. If the faculty members are to "hold the lines of government," should they not be present at various student meetings, such as class meetings, faculty-student organization meetings, and other types of group activities?

All faculty members are a part of the organization and, as line officers, must share in counseling and directing the individual students. Perhaps the strongest influence the teacher exerts over the students is not in formal professional associations, but rather in the more informal contacts.

"Each student entering one of our schools should place himself under discipline. Those who refuse to obey the regulations should return to their homes. . . . Students come to school to be disciplined for service, trained to make the best use of their powers. If on coming they resolve to co-operate with their teachers, their study will be worth much more to them than if they give up to the inclination to be rebellious and lawless. Let them give the teachers their sympathy and co-operation. Let them take firm hold of the arm of divine power, determining not to turn aside from the path of duty. Let them harness their wrong habits, and exert all their influence on the right side. Let them remember that the success of the school depends upon their consecration and sanctification, upon the holy influence they feel bound to exert. Let them set their mark high, and be determined to reach it. When asked to go contrary to the rules of the school, let them answer with a decided No." [11] Agreeing with these last statements is William H. Fannce's counsel, in his book *Facing Life*, that the whole business of the faculty is to furnish "temptations upward."

The faculty must not expect to pour the students all into one mold. Their respective experiences and backgrounds are markedly diversified. Differences in interests, mental aptitudes, and personality also exist. Provision must be made for these heterogeneous influences in the educational pattern which is devised.

"In all our dealings with students, age and character must be taken into account. We cannot treat the young and the old just alike. There are circumstances under which men and women of sound experience and good standing may be granted some privileges not given to the younger students. The age, the conditions, and the turn of mind must be taken into consideration. We must be wisely considerate in all our work. But we must not lessen our firmness and vigilance in dealing with students of all ages, nor our strictness in forbidding the unprofitable and unwise association of young and immature students." [12]

How far may Seventh-day Adventist schools of nursing safely go in the development of a faculty-student co-operative organization such as is outlined in professional literature? Only so far as each step taken will ring true with the basic principles which have been given. The fundamental purposes are the same—the development of character and good citizenship. Moreover, Seventh-day Adventist objectives have a broader scope, for teachers must direct their students in the formation of characters which will fit them for eternal life and for citizenship in heaven.

There are basic requirements which are essential for successful government in any school. Unity of purpose in planning and desire for accomplishment must exist throughout the faculty and student body. Otherwise, any plan set up will not work and the form of government established will not represent the desire of the group as a whole. Such unification will not result accidentally, but

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[11] *Id.*, p. 265.
[12] *Id.*, p. 101.

Student Editorials

Fair Havens

"We sailed . . . and . . . came unto a place which is called The Fair Havens."

There are enough "contrary winds" in this twentieth-century world to make the strongest souls quiver now and again. And yet, as surely as there are contrary winds, there are also fair havens where tired mariners may drop anchor for a little time.

For many students Atlantic Union College is a "fair haven." Young people do not relish the distinction accorded them by the next-door neighbor of their own age—the distinction of being "nice, but queer." However conscious they may be of the beauty of the standards they represent, it is natural that teen-age folk flinch at the gibes of friends and acquaintances. To these young people, finding a place where those standards are upheld, not by one or two or even half a dozen, but by five hundred young people, is like sailing out of the contrary winds and coming "unto a place which is called The Fair Havens."

In time these same young people will gain poise and quietness of spirit with which to meet the buffetings of the world when they lift their anchors and sail out of the haven. Living in a school home as one of a hundred and twenty-five young women who find cleanliness of mind and body more becoming to their womanhood than superficial adornments, and who uphold unwavering standards of recreation and moral conduct, will inculcate in any girl's mind a wholesome respect for the principles of her faith. Living in a dormitory with young men who neither smoke nor drink, nor indulge in the dissipation that is a part of most college men's lives, with young men who find relaxation in an evening worship hour and who know how to pray and to sing hymns, will instill in any boy the steadfastness and simple faith that he will need in civilian life or army life.

The fair havens of this life are not meant for permanent anchorage; they give shelter to mariners who will one day leave their quiet moorings and set their sails for a point far beyond the horizon. And so it is that those who come to this place feeling a little uncertain, a little insecure, a little unseaworthy in the midst of the contrary winds, will some day leave the shelter of the "fair haven," and will meet the world with quiet dignity and confidence gained through personal contact with their Pilot and with other young people of this faith. *—Roberta Moore, The Lancastrian.*

On Being Belongers

Do you belong here? It makes a big difference whether you do or not, and that difference is most important to you, yourself. It may be the determining factor in whether this is the happiest, most successful year of your life—or just another twelve months.

Take for instance, Laura, sitting in the middle of her bed, petting the stuffed calico puppy little sister had given her for her birthday, and thinking unhappy thoughts.

"So this is college," she reasoned. "College—that I've dreamed of and hoped for all these months. I don't know anybody, and what's more—nobody cares if I ever do. They'd never miss me if I vanished tonight. That is, nobody but my roommate—and I don't think she'd care. I'm absolutely unnecessary. That's the word—unnecessary!"

Her eyes fell on pert college pennants and freshly hung curtains, but in her mind she saw her mother in her white apron, flushed with the heat of cooking over a coal range. Mother would be tired tonight. Mother really needed her at home.

There were footsteps in the hall—the door opened slowly, and in walked roommate Grace, without a word.

"Aren't you going to study?" Laura questioned, as her roommate put on her jacket and started out.

"Someday, I hope. The matron called for volunteers for doing supper dishes, but nobody was interested. Consequently, we kitchen girls will spend half our time in

the process. I wanted to have time to write some letters home tonight, too." The tired expression in the usually smiling brown eyes surprised Laura.

"I'll help. I didn't realize. I know Ruth will, too. Let's ask her—and her roommate."

One hour later, four girls ascended the dormitory steps arm in arm—four happy girls. As the roommates settled down to study, the room seemed warmer, brighter—Almost as if I belonged here, Laura thought. It's funny how much difference it makes just to feel you're needed.

Washington Missionary College is a big, busy place. This year it will make memories for hundreds of happy "belongers" who share in its activities. True, you do not need to join this group. You can just go to school and not know the name of the person sitting next to you in chapel, refuse to give a talk in club, and never learn the words to the school song. You can—*but you will miss a lot if you do.* But if you start right in by smiling at the girl studying a class schedule with a puzzled expression, making your roommate's bed when the minutes before breakfast run short, singing that song for the dean in evening worship, and attending seminar regularly, you will get a new thrill from living.—*Carol Rottmiller, The Sligonian.*

Go to College

I have a rich uncle. So vast is his wealth that his payroll runs into millions a day.

Besides being the richest uncle in the world, he is probably the most indulgent. His name is Uncle Sam.

Right now, he is urging me to go to college. Yes, it is true. Uncle Sam wants me to go to college, and he gives me some very logical reasons:

"We are fighting against enemies which seek to destroy our homes, our industries, our cities, and our lives. We need young men and young women to substitute in defense plants taking the places of those who are eligible for 'active service.' But we need young men and women who realize just what we are fighting for. The girl or boy working in a defense plant is as important as the man at the fighting front.

"But how much more important he is if he has gone to college.

"Go to college. Get a broader vision of your government and your country. Strive to abolish the horrors of war."

So reasons my Uncle Sam.

I have a rich Father. My Father is also a businessman. His business is that of saving souls. His name is God. He also is fighting a war. But His enemy is far more skillful than that of my Uncle Sam. This enemy's name is Satan. This Satan is seeking to destroy all those who long to be saved. He wants to rob us of a possession far greater than our lands, our homes, or our lives. He wants us to lose eternity.

And he is the real enemy of my Uncle Sam, only Uncle Sam is deceived into thinking it is someone else. Not only is he the enemy of my Father and uncle, but he is the enemy of all who have ever lived on the earth. But in spite of this greatest of foes and regardless of this greatest of wars, my Father wants me to go to college, too.

Only His reasons differ somewhat from my uncle's.

"Dear child," He says, "there is a serious man-power shortage. We are in a fight against the greatest enemy. He would rob you of the things which are rightfully yours.

"Go to college, only let it be a Christian college. With the understanding that will come through prayerful pursuit of proper knowledge you will become one of the world's greatest soldiers. Your uncle cannot and will not miss you so much as I. Dear one, before you came into existence, I gave you the most beautiful name in the world—it is Christian. And you, My Christian soldier, when you fight and win My war, have also fought and won your uncle's war."

So come, fellow seniors, let's go to college! There we'll become greater in love, in understanding, and in knowledge.

From there we will enter our places in life, greater Christian soldiers because of our having been there.—*Carol Ruder, The Northerner.*

Teach Geography in College?

UPON learning that the destination of his passenger was Maine, a New York taxi driver said, "Oh, yeah, I've heard of that. 'Vacation land.' That's an amusement joint on Long Island." When a certain man returned from Korea, the leading physician in his home town said, "Korea—that's in Italy." A teacher in a Midwestern high school, as well as the seniors, could name only one Atlantic seaport—New York. A Michigan paper recently reported Rommel's battered forces in "Dire Straits."

Many Americans do not realize that their country has been divided into a number of distinct areas, each of which is highly developed in a specialized and particular way. The Northeastern industrialists and the Midwestern farmers sometimes fail to appreciate each other's problems. Other issues that are kicked about by politicians and decided upon every imaginable basis except that of geography, are: soil conservation, flood control, river development, land utilization, and Government relations to water power, irrigation, national forests, and the dust bowl. All this is because Americans do not recognize these as geographic problems.

Some Americans who sleepily dialed their radios for a broadcast from London were surprised to find Churchill and King George ready for noon luncheon. Others thought they were ahead of the Pacific islands in time. That is true for Pearl Harbor, but Saturday on Guadalcanal is Friday in the United States. While this kind of ignorance is not serious, it does reveal an almost complete lack of knowledge of fundamental geography.

Space will not permit consideration of the battle over isolationism which some think is a purely political system, having nothing to do with geography. Again in a swing back from isolationism there is danger of going too far toward Central and South America, partly because Americans do not know geographic relationships.

Columbus discovered America in 1492. That is history. America discovered a new world. That is geography. The result? Almost overnight the world changed, and a new age began. Men "clippered" to Europe and to the Orient in a few days. When the present war broke out, distant points were attacked by airplanes without warning. Unheard-of seas and tiny islands appeared in the news. Americans found their conception of the world inadequate; their geography was of the age of the oxcart and the sailing ship. Everyone knew the world had shrunk in terms of travel, transportation, and communication, but the last stage had come so quickly that many were caught unawares.

Why did Americans lag behind other peoples in knowledge of geography? It may be due in part to the following factors:

1. The United States is dominant on the continent and has no quarrel with its neighbors which would serve to keep boundaries in the public mind.

2. There was strong opposition to acquiring possessions distant from American shores. A definite plan for the independence of the Philippines was in operation when the war came.

3. American children had not proudly ranged their eyes over maps of the world to locate their domain, as had the children of some other lands.

4. No American pounded his chest and demanded colonies, as did one leader in Southern Europe. Americans have not had to worry about raw materials. Why should Americans care about the oil of Iran or Iraq when their own "black gold" had to be curbed because of overproduction? Why be concerned about the wheat fields of the Ukraine when American farmers were being asked by the Government to cut their acreage? There was more than enough iron and coal. Why go about the world looking for it?

At a national conference of college and university presidents held in Baltimore,

March 3 and 4, 1942, John W. Studebaker, U. S. commissioner of education, challenged the leaders of American education with the following words:

"Now is the time to begin to teach the American people geography. Apart from rather backward nations, we are more illiterate geographically than any civilized nation I know. The reason is that we have never really taught geography to our citizens. Young people have stopped studying geography in about the seventh or eighth grade of the common school, if they got that far. If we can get out of that policy an intelligent understanding of the world on the part of those taught, I would like to know how to do it."

Very few Americans have ever been taught geography. This fact came to light when the Army made arrangements with colleges and universities throughout the country to give special training courses to thousands of young men inducted into military service. This global war has made Americans realize that maps, terrain, climate, and natural resources have significance, and that after all it is desirable to be able to read or draw a contour map. No one can be well grounded in the history of his country unless he is first grounded in the fundamentals of geography.

Another factor which contributed to America's lack of geographical knowledge was that maps in general use did not reveal the nature and problems of the changing world. Facts were distorted. No map can tell the whole truth, and the flat map, since the days of the Phoenicians, has been one of the most peculiar and subtle purveyors of half-truths. The Mercator projection is standard to this day, but, unless its limitations are recognized, it is very likely to give the layman a confused and wrong image of the whole world. Who, after studying a Mercator map of the world, would guess that the shortest air route from Chicago to Berlin is northeast, across Canada, Southern Greenland, Iceland, and the Scandinavian Peninsula?

Being interested in the training of college students for future teaching in Seventh-day Adventist schools—teachers who are to challenge the thinking of the future men and women of America and of this denomination—the writer made a little study, trying to ascertain in an incomplete survey whether the freshman girls in training are really as ignorant of geography as they seem to be. Fifty geographic terms were selected. Each student was interviewed personally and was asked to use the terms in sentences, to give a definition, or in whatever way she chose to let the interviewer know what concept she had of the term. For such terms as latitude, longitude, river system, meridians, tides, logging, alluvial soil, and levees, answers in many cases were not attempted. Some students' definitions revealed inaccurate preparation for teaching.

Here are some of the terms with the unsatisfactory responses:

1. Downstream—With the tide. Think it's the tide. With the water.

2. Soil mining—Topsoil is very poor. You get better soil from places underneath.

3. River tributary—Smaller stream going off from a stream.

4. Earth's axis—Little point at South Pole, concerning slant of earth. The earth goes round on its axis. Lies on the air.

5. Monsoons—Dust storms. Have something to do with sand on the desert piling up.

6. Ocean currents—Whirlpools. Ship gets in one of them, it draws the ship, an undertow. Flow on bodies of land and in ocean.

7. Twenty inches of rainfall—We never see it. Soaks in. Makes moisture twenty inches into the ground.

8. Delta—Something like a harbor. Where river is washed up.

9. Glacier—A great hunk of ice; the ice that comes from it never thaws.

10. Soil erosion—Kind of an irrigation. Land runs down; has no fertility; weedy; grass grows or nothing.

11. Archipelago—A kind of bird. May be a bird.

12. Levees—Railroad bridge.

Why does this ignorance exist? It is primarily the fault of the school. Geography has been considered an elementary school subject. Most adults have not studied it since the seventh grade, and then it was largely a matter of locating places, a factual type of study. The geog-

raphy of today is more than merely locating cities; naming rivers; knowing which is the highest mountain peak in the world, that the Japanese belong to the yellow race, and that London is on the Thames. Geographical thinking involves solving geographical problems. But the sixth and seventh grade children are not mature enough to absorb the kind of geographical knowledge which will give them insight into the complex world problems that will result in intelligent living.

One reason for the existence of Seventh-day Adventist colleges is the preparation of men and women for foreign service. These men and women must learn to live under new conditions. The soil, resources, climate, food, clothing, shelter, work, civilization, customs of the country to which they may be sent, are all adjustment problems. The missionary must know how to adjust himself, and then teach the native how to live more intelligently and become a better citizen. The potential missionary should receive this training and insight while in college. There is need for geographical thinking on the adult level, and Seventh-day Adventist academies and colleges should develop this thinking. Many a future citizen may thus be helped to solve everyday problems, to be a more intelligent voter and taxpayer.

The breadth of an ocean, a continent, or a country is as great as the time required to cross it. Much is said of the good-neighbor policy and Latin America. The flat map is largely responsible for that talk. New maps properly and accurately made would present the question, Why not a good-neighbor policy for Russia? Washington, D. C., is closer to every capital of Europe than it is to Buenos Aires, closer to Berlin than to Rio de Janeiro; Chicago is nearer to Russia than to several Latin-American republics. Boston is nearer to Moscow than to half a dozen Latin-American capitals.

How about the Middle West? If three bombers traveling at the same speed were to take off simultaneously from Nazi-held North Cape in Norway, they might arrive in Washington, D. C., Des Moines, Iowa, and Seattle, Washington, at approximately the same time. Puget Sound shipyards on the West Coast and the training station at Wilmington, North Carolina, are the same distance from Moscow.

Troops to Iceland? Why to that remote place? Why to Nova Scotia, to Newfoundland, to cold Greenland, to Scotland? Because these, not Bermuda, Trinidad, or Antigua, lie between America and the Germans. The Japanese knew, even if Americans did not, that the unfortified spots of Kiska, Attu, and Kodiak lay between Japan and the United States.

The British Empire influenced world peace by controlling such strategic places as Gibraltar, Suez, the Falkland Islands, and Singapore. The United States thought its peace and security lay in the width of two oceans. German and Japanese strategy lay in a plan to build up their air power and take the naval fortresses from the rear.

There is no shore line in the air. Chicago, as an aerial port, is closer to most parts of Asia than is New York or San Francisco. Remote places such as Greenland, Newfoundland, Alaska, Natal, Dakar, Miami, Bangkok, Baghdad, North Cape, Russke Aste, have emerged as strategic spots, and may figure commercially as well as politically after the war. With the coming of the airplane and air transportation, the North Pole is no longer at the top, but at the center of the world. People must learn to read maps and be able to interpret them.

S. Ellen Klose, *Director,*
Elementary Teacher Training,
Atlantic Union College.

Have You Read?

WHAT are the language requirements for college entrance?" is a question frequently asked by secondary school students.

A study of one hundred State-controlled institutions and institutions offering a doctor's degree "revealed that college entrance requirements in foreign language are being relaxed." "The trend toward transferring language requirements from the required to the optional category is revealed by the fact that 36.6 per cent of the institutions place foreign-language credit in the alternative list. This option gives students a wider selection in their college-preparatory work."

In 72 per cent of the colleges studied, a student could matriculate without language work, but 84 per cent required foreign-language study before the A. B. degree would be awarded. Privately controlled colleges hold a higher standard in foreign-language requirements for both entrance and graduation.

"Three facts pointed to lack of co-ordination on the part of the high school as regards the matter of college-preparatory work: (1) only 28 per cent of the colleges require foreign-language study for entrance, (2) only a small percentage of the high school class are likely to go on to college, (3) only from five to eight per cent of the students beginning a foreign language in high school continue in the same language in college." These facts point to the desirability of closer co-ordination between the language study program in the upper division of the secondary school and that of the college.—*Juanita Gossman, "Foreign-Language Requirements in 100 Colleges: 1942," School and Society, July 31, 1943.*

At some time or other every teacher is brought face to face with the problem of remedial reading. No one thing can be assigned as the cause of reading difficulty, for many factors both in the home and at school contribute to the condition. Each individual case should receive careful study to determine if possible the contributing causes. Early recognition of the difficulty by the teacher, followed by prompt adjustment of her teaching technique to meet these conditions, will do much to help the child.

"Since the causes of [reading] difficulty are many and varied, the corrective procedures should be varied." However, the actual conduct of a remedial reading program should not vary from the principles of good teaching of reading for all pupils. Purposeful reading is the goal of every teacher, but she should not lose sight of the development of certain skills as applied to this reading program.

"In general, the procedures used in good first teaching are effective as remedial work but they must be adapted to the slower rate of ability of the child involved. The great need is an adequate supply of reading materials which are interesting and easy for the particular individual."—*Delia E. Kibbe, "Remedial Reading in the Upper Grades," The Instructor, September, 1943.*

Discovering that "a girl has two and three-fourths better chance than a boy for membership in the National Honor Society," the principal of a Kansas high school sought to determine how extensive this situation was throughout his school. A study was made "based on the marks given to a group of 119 boys and 104 girls over a period of five years." The results revealed that "the average mark which the boys received was 2.25 while the girls received the significantly higher average of 2.82." Further study with regard to intelligence tests showed "that no significant difference existed between the sexes in regard to scholastic ability." Achievement tests showed boys rating much higher than girls. Thus the current belief that a marked difference should be made in the grading of the sexes is not justifiable. "Desirable learning has a basis in individual interests and needs," and it should be the business of the school "to discover these interests and needs in

order to provide a suitable curriculum" for both boys and girls.

The conclusions made from the study conducted in this one school are: "(1) Environment, inheritance, aptitude, and actual achievement do not seem to justify the lower marks which boys as a group receive. Inequality of marking on the basis of sex for report-card purposes is inconsistent with good mental hygiene and a democratic philosophy of education. (2) Consistently tagging one group with lower marks on report cards is detrimental to good learning. A marking system which is more interpretive, and which would substitute pupil improvement on the basis of ability and need rather than competition, may profitably be explored. (3) A further study to determine just why teachers give girls better marks may be helpful. This study could be made by matching boys and girls and endeavoring to discover from teachers why such matched individuals received different marks."—*Clifford Swenson, "Girls Are Teachers' Pets," Education Digest, September, 1943.*

"I Like to Read Themes" is an unusual title, but listen to the author's reasons: "Through them I measure my own growth in charity, humility, tolerance. I learn much from their simple, hackneyed, dull, ungrammatical outpourings."

Themes are the medium through which the teacher looks into the inner soul of his pupils. One does not tire of the monotony of the seasons; then why should the discovery that thoughts are delightful companions be boresome? Perhaps this teacher's success comes from the fact that he invents assignments to awaken that unique inner self. When English is taught as a means of expressing the true nature of the individual, then it becomes the teacher's best ally in reaching down into the souls of his boys and girls. No wonder he declined the offer of help in reading the themes passing through his hands! Not only were these the key to problems of discipline, but a mutual understanding developed which cemented many friendships.—*George H. Henry, "I Like to Read Themes," Education Digest, October, 1943.*

Phonics is a tool which the teacher may present to the child, that will make him independent in his reading ability. Anna D. Cordts believes that the lack of appreciation for phonics is largely due to wasteful and unscientific methods used in its presentation.

To be useful, phonics must be applied to words as units rather than separate letter sounds. Thus the pupil learns the practical application of the art. "Phonics is a skill which implies not merely *knowing* something but being able to *do* something." "Children who are taught by the word method have all the thrill of having made discoveries." Unless teachers are willing to give children experience "(*a*) in attacking new words and (*b*) in identifying the known parts in these words, . . . it is better not to teach phonics." Unless phonics is used as an aid to reading there is little excuse for its introduction, for experiment has shown that children who do not learn to use it as such receive no benefit from its study.

Rightly presented, phonics is the key which delightfully unlocks words, thus giving boys and girls confidence to explore new worlds of interest and knowledge.—*Anna D. Cordts, "What About Phonics," The Grade Teacher, September, 1943.*

"The world is full of misdirection and waste; but all the calamities and losses endured by mankind through frost, drought, blight, hail, fires, earthquakes, inundations, are as nothing to those habitually suffered by them through human idleness and inefficiency, mainly caused (or excused) by lack of industrial training." How similarly this reads to instruction in *Fundamentals of Christian Education,* page 228: "All should go forth from the schools with educated efficiency, so that when thrown upon their own resources, they would have a knowledge they could use which is essential to practical life."

Many deplore conditions as seen in the homes of today, but lose sight of the fact that "the best training in good family relations has taken place through the work experience of 'chores' "—something almost foreign to the growing children of today.

The experience of the musically talented Trapp family, as portrayed in *Life,* November 8, 1943, is a refreshing reminder that such a home program can still be followed. Is sophistication in today's form of education an asset?

Again, "If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life; or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books."—*Testimonies, Vol. III, p. 156.*

Have you read the article, "Education for Work vs. Education for Leisure"? It begins on page 3 of this issue.

Socio-economic status of pupils as related to their academic achievement is of recognized educational and sociological significance and has been the subject of a number of investigations and studies. J. B. Strand of the University of Iowa has reopened this problem by reviewing earlier studies on this subject and by reporting an investigation of his own.

All the earlier investigations show in somewhat varying degrees a definite relationship between the socio-economic status of the pupils and their achievement in school. Kindergarten and elementary pupils were the basis of all these studies.

Strand, in securing his socio-economic data about pupils, set up a list of items which he used in personal interviews with parents and as a questionnaire administered to groups of intermediate-grade pupils. This list of items included home conveniences and facilities, the father's occupation, education of both parents, and whether the home was owned or rented, together with the actual or estimated monthly rental.

The conclusions drawn by Strand from his own investigation and from the other studies that have been made are that pupils who come from underprivileged homes do not do so well in school as those pupils who come from better homes. This report emphasizes again the importance of the home in providing growing boys and girls with a rich cultural background of social, educational, spiritual, economic, and health values that will give them a good start in the home, provide stimuli, inspiration, and ideals for school days, and have a very significant bearing on their future career.—*J. B. Strand, "The Socio-economic Status of Pupils as Related to Their Academic Achievement," Elementary School Journal, October, 1942.*

"Any good teacher in open country, small town, or suburban areas, can bequeath a million dollars' worth of better living to his pupils and patrons." That is the sound statement of a professor of rural education at George Peabody College for Teachers, in Nashville.

He cites illustrations of how teachers appeared in unfavorable communities, introduced flower boxes of geraniums, begonias, and petunias, taught the children how to start flower boxes at their homes, and then, years later, returned to the community to find flowers growing everywhere. Not only did the parents and children receive recreation in caring for the flowers, but the beauty added to the town and the inspiration of it all were incalculable.

A teacher suggests a way for the members of a community to add a month's wear to every pair of shoes. Another develops a plan to save a few hours a week for recreational purposes. Another adds asparagus to the diet of a community, and still another, strawberry jam. How rich the nation and its people would be if every teacher watched for opportunities to enrich the community in some particular way.

Here are the characteristics of such teacher philanthropy:

1. "Financial stringency has nothing to do with such giving."
2. "Such contributions to better living concern directly the aims of education."
3. They tend "to improve pupil achievement in formal subjects."
4. Gifts that are needed or can be given by any teacher are different in each school.
5. "Bequests made by teachers are to rich as well as poor."
6. Such contributions of teachers to better living foster "such American traditions

as self-respect, independence, and self-reliance of the individual and of families."

7. They develop values that cannot be expressed in terms of money, such as inspiring subjects of conversation, neighborliness, appreciation of beauty, pride in home and community, and improved relationships for all.

8. Such gifts increase the efficiency of all and build solid bulwarks of character and democracy.—*Norman Frost, "Million-Dollar Teachers," Journal of the National Education Association, October, 1942.*

Three-minute voice recordings for all freshmen in one State teachers' college and a five-minute test of speech efficiency in a university were inaugurated last autumn. This is an attempt to place emphasis upon "the extreme value of speech in a person's effort to lead an effective life." Are these important to a teacher?—*School and Society, July 17 and 31, 1943.*

"Can you entertain a new idea?
Can you entertain another person?
Can you entertain yourself?"

An English schoolmaster recently proposed these three questions as the test of an educated person. "If you can entertain a new idea, you are in pursuit of truth. If you can entertain another person, you are in pursuit of goodness. If you can entertain yourself, you are in pursuit of beauty."

"Can you entertain yourself?" is asked not only of the man in uniform as he moves from place to place performing duties which in time savor of monotony, but of the defense plant worker and the homemaker as well. Skill is needed by these workers for their tasks, but equally important is it "that they have within themselves resources through which they can not only repair the mental and spiritual damage of the day but also grow stronger for the future. They must know how to find recreation that is truly re-creation."—*Louise Dudley, "Can You Entertain Yourself," Journal of the National Education Association, November, 1943.*

"Economic geography is the crux of geography teaching today." One elementary teacher approached the study by considering climatic conditions, the raw materials available and those that were needed, customs and costumes of the people; and by generally comparing or contrasting conditions in the country under discussion with conditions in the United States. Thus the people of other lands actually "came alive" for these children, and they were able to understand existing conditions and to have a "fellow feeling," for today even Americans know what it means not to have enough of this or that. Actions of nations, as of individuals, grow out of conditions of living.

"No man liveth unto himself" was never more true than today. When the study of geography is approached, not merely to impress facts and details, but to teach tolerance and understanding, "the teacher becomes a real and vital force in the nation's struggle for freedom from oppression."—*Elizabeth Stadtlander, "The Geography of Interdependence," Social Education, October, 1943.*

NEWS from the SCHOOLS

OPENING REPORTS from fifty-three secondary schools for the term of 1943-44 show an increased enrollment in approximately half of these schools, the net gain over last year's opening enrollment being 175. It is interesting to note that the largest gains are found in three widely separated schools; namely, the Hawaiian Mission Academy, the preparatory school of Oakwood College, and the preparatory school of Union College.

Financing an education has never been easier than now, in spite of war conditions. In view of this, should not the increase in enrollment be larger, more consistent, and more widespread? Many factors enter into the enrollment of a school, but large gains or losses cause one to wonder. Why should one school lose thirty from its enrollment, while another adds twenty-five? Diligent effort on the part of all will help materially.

EVERETT N. DICK, professor of history at Union College, read the dinner paper, "Food of Our Fathers," at the annual meeting of the Mississippi Valley Historical Association last April. His article entitled "Going West of the 95th Meridian" was published in the summer number of *Agricultural History*. This article was read as a paper at a meeting of the American Historical Association.

CONGRATULATIONS are due Atlantic Union College students and faculty for their record-breaking Ingathering total of $7,735.56. Other schools have also reported increased amounts, but this outstanding achievement merits special recognition.

THEODORA WIRAK has recently assumed the duties of registrar at the Theological Seminary. She was for some years registrar at Southern Junior College and has more recently been connected with Pacific Union College.

ARLENE MARKS, formerly librarian and teacher of English at Broadview Academy, is now assistant librarian at Emmanuel Missionary College.

HAWAIIAN MISSION ACADEMY announces the completion of a new building for the elementary school and its occupation by the first and third grades.

THE NEW WOODWORK SHOP at Indiana Academy opened October 28 when saw operators started cutting stock for crating for the United States Government. The shop will provide work for a number of boys during the winter.

INSTRUCTION IN FRENCH is being given at Emmanuel Missionary College under the Missions Advance plan. Daniel Augsburger, whose native language is French, is assisting Mrs. Edwards and Miss Merriam with the oral work.

VERNE W. THOMPSON has joined the staff of Emmanuel Missionary College as instructor in piano. For the past thirteen years he has been director of Punahou Hall Music School in Honolulu, Hawaii. He has served as accompanist for such artists as Marian Anderson and Joseph Szigeti.

SITTNER HALL is to be a reality on the Walla Walla College campus. The college board has recently approved plans for a new men's dormitory, to be named in honor of the late Herman R. Sittner, dean of men for eight years. The structure will house 250 men. Contributions are being made in the form of war bonds made out to the college.

PASTOR A. H. PIPER has received the following letter from Ngava, native leader in Papua, who has his headquarters at Korela, Pastor C. E. Mitchell's station.

"DEAR SIR,

"I was very glad to write the letter this morning. I want let you know how I stay here. When the war was started here all our European missionaries left. They told me and Sogavare and Tauku and Haru we took charge for the different parts of the mission field. We visit all the different villages where our teachers are. Myself and all the teachers, we are feel well and

strong for the work of God, and some of these teachers they had asked me to dedicate the church and baptize some of their boys and girls. I was very sorry to do this part of the work of God. We need one who can lead us for this part of the work. I asked some of my assistant teachers, we kneeled down to pray. We ask God He will show us the way to do, also the Lord will give us power and rain from heaven. After that time we believe that God will hold me on His own right hand, so I baptized some men and women, six men, three women. I believe the Lord bless me to do this work in this troublous time.

"All our teachers they were strong to do the work of God, and we keep on our teaching. But some other things make our schools very poor. We have no slate pencils and chalks; but never mind about these things. I carry on the work of God, I believe the Lord bless His work and His children. So I put some new teachers in some of these new villages, because the heathen men want some new teachers to help them. So I send five new teachers in this district. And another thing, tithes and offerings. I told the teachers to do this, but some of them they were very glad to put tithes. They put money and food for their tithes. I believe the Lord bless them by their own work; but now some of the teachers had plenty of food and they had money for themselves, because the Lord bless them to be fruitful for their own substance. Honor the Lord with all thy substance. I thank the Lord because we have no need of anything we want. We grow bananas and yams and sweet yams and sugar cane and sweet potatoes, etc.

"I was glad because God bless me and my wife also and my little boy. We were glad to do the work of God here at Papua, we want to help the people to be true Christians, and also ourselves.

"I have not many things to say. If I know you get my letter I will write to you again. I keep on this mission station at Korela, also some of my boys and teacher. So I will close this letter now.

"I remain,

"Yours in service,

"G. A. NGAVA."

Training in Self-Government

Continued from page 15

rather will be brought about only through strong, God-fearing leadership and by a thorough orientation of each student into the school life. Obviously, the director of the school of nursing should be the adviser for any type of school organization which is set up, for she is the only line officer in the organization pattern who can give this direction simultaneously to both faculty members and students.

A faculty-student organization is a splendid agency for working with and through groups of students for the upbuilding of the school morale. Much can be accomplished in a positive way through one good student with strong ability in leadership. And, sad to say, the converse is also true.

"Those [students] who compose this faithful army will refresh and strengthen the teachers by discouraging every species of unfaithfulness, of discord, and of neglect to comply with the rules and regulations. Their influence will be saving, and their works will not perish in the great day of God, but will follow them into the future world; and the influence of their life here will tell throughout the ceaseless ages of eternity.

"One earnest, conscientious, faithful young man in a school is an inestimable treasure. Angels of heaven look lovingly upon him, and in the ledger of heaven is recorded every work of righteousness, every temptation resisted, every evil overcome. He is laying up a good foundation against the time to come, that he may lay hold on eternal life." [13]

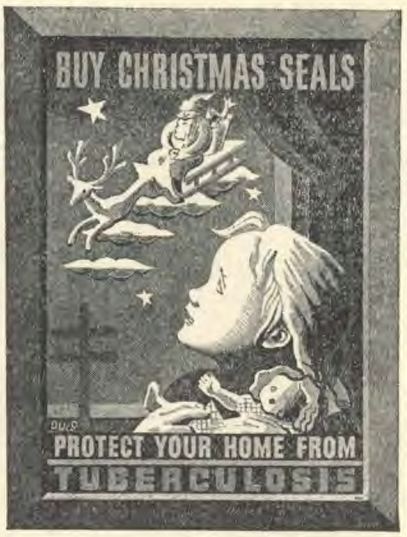
"Because they are one with Christ in spirit, they will be one with Christ in action. The older students in our schools should remember that it is in their power to mold the habits and practices of the younger students; and they should seek to make the best of every opportunity. Let these students determine that they will not through their influence betray their companions into the hands of the enemy." [14]

Sometimes the opinion is expressed that students are hampered in their discussion

[13] *Id.*, pp. 98, 99.
[14] *Id.*, p. 225.

when a faculty member is present at council meetings. This has not been true with mature students, especially when the faculty adviser attempts to guide and develop the various abilities of the students rather than to dominate them. Caution needs to be exercised that a faculty-student co-operative organization shall not be used as an agency to relieve the faculty of its responsibility. Such a procedure will soon bring the organization into disrepute; it will narrow its aim, and subsequently narrow its scope of interest. It must ever be borne in mind that students come to school, not because they are prepared for their lifework, but because they are preparing for a broader field of service. Therefore, the purpose of all school government is to develop in the individual the ability to govern herself when she leaves the training center.

With these principles accepted as a guide, definite advantage will result to both the school and the student when this co-operative plan of government is followed. Success will come as faculty and students unite in considering problems which attend their work, and as they share in the extracurricular activities which are an essential part of the needed relaxation from professional duties. This experience of faculty-student government provides the laboratory where those in training actually learn the art of self-control, so that graduation does not thrust them into an untried field. The cheerful acceptance of necessary government will not only lessen friction during the days of training, but an attitude will thus be developed which is a vital part of character building.



Education for Work

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caused (or excused) by lack of industrial training. It is quite within the truth to estimate that one tenth of our people, on the average, are habitually idle because (as they say) they can find no employment. They look for work where it cannot be had. They seem to be, or they are, unable to do such as abundantly confronts and solicits them. . . . He who is a good blacksmith, a fair millwright, a tolerable wagonmaker, and can chop timber, make fence, and manage a small farm, if required, is always sure of work and fair recompense; while he or she who can keep books or teach music fairly, but knows how to do nothing else, is in constant danger of falling into involuntary idleness and consequent beggary. It is a broad, general truth, that no boy was ever yet inured to daily, systematic, productive labor in field or shop throughout the latter half of his minority who did not prove a useful man and was not able to find work whenever he wished it." [1]

As a part of an educational program to train boys and girls to work, it is possible to relate academic subjects to appropriate work that has to be carried on efficiently to ensure the safety and prosperity of our country. A pupil's enthusiasm for work is heightened through assignments in literature on work, as "Work" by Eliza Cook, "Work" by Angela Morgan, "Work" by Henry van Dyke, and "The Day and the Work" by Edwin Markham. English, in its applications to journalism, secretarial work, and to practically all the professions, should be stressed. Science should be related to agriculture, to industry, to homemaking, to invention, and to the nation's defense. Mathematics should be related to art, to construction, to range-finding, to engineering, and especially to the economy of life.

[1] McGuffey's *Sixth Eclectic Reader*, pp. 398-400.

Language should be related to diplomacy, to international relations, to geography. And history should be related to a comprehension and an interpretation of Armageddon.

And interwoven into the fabric of pupil character, as teachers daily carry on their great work of developing the America of the future, should be a high resolve that the pupils will prepare to perform efficiently the highly skilled and all the other work that the nation needs for its defense, for its advancement, and for the perpetuity of its institutions.

A Club for Future Teachers

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into an effective effort to improve the quality of its life." [8]

An FTA club also builds school spirit. It is the ideal of every FTA member to do a good turn daily which will enrich the life of the school. FTA members are conscious of such things as speaking an encouraging word to an associate, doing some act of helpfulness for a teacher, showing a special courtesy to a visitor, expressing appreciation for some good done, giving special attention to the care of school buildings and grounds that they may be beautiful and orderly.

FTA chapters offer ideal opportunities to develop the best in every member. Young men and women grow under the influence of FTA ideals, purposes, and projects. They come to realize the important place a teacher fills in the community. Mr. Morgan has beautifully illustrated the teacher's work in his "Tribute to the Teacher":

"The teacher is a prophet.
"He lays the foundations of tomorrow.
"The teacher is an artist.
"He works with the precious clay of unfolding personality.
"The teacher is a builder.
"He works with the higher and finer values of civilization.
"The teacher is a friend.
"His heart responds to the faith and devotion of his students.
"The teacher is a citizen.
"He is selected and licensed for the improvement of society.
"The teacher is a pioneer.
"He is always attempting the impossible and winning out.
"The teacher is a believer.
"He has abiding faith in the improvability of the race." [9]

[8] *Id.*, p. 5.

[9] Joy Elmer Morgan, "What It Means to Be a Future Teacher," Personal Growth Leaflet No. 165, p. 16.

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W. HOMER TEESDALE, EDITOR
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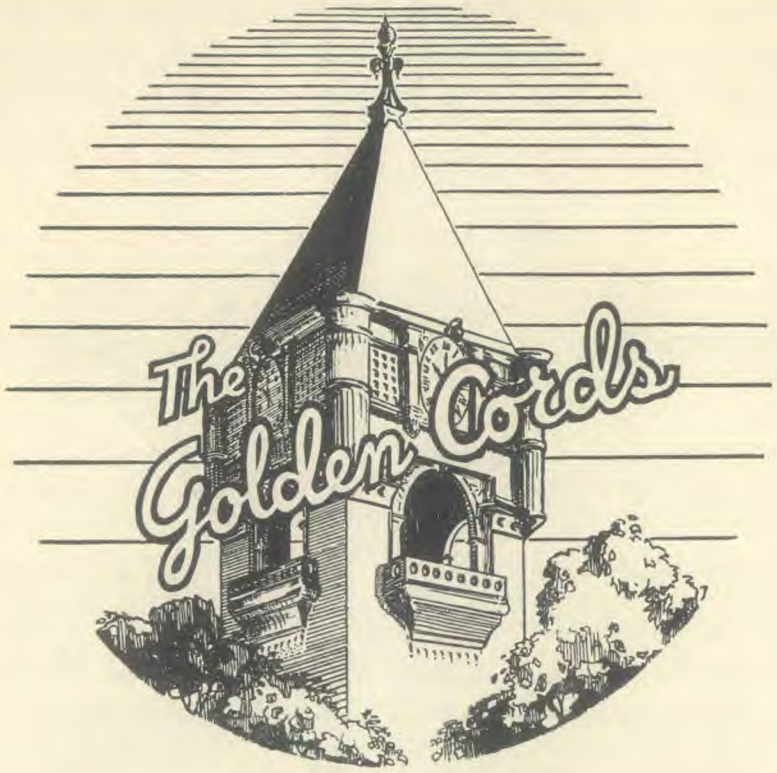

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