

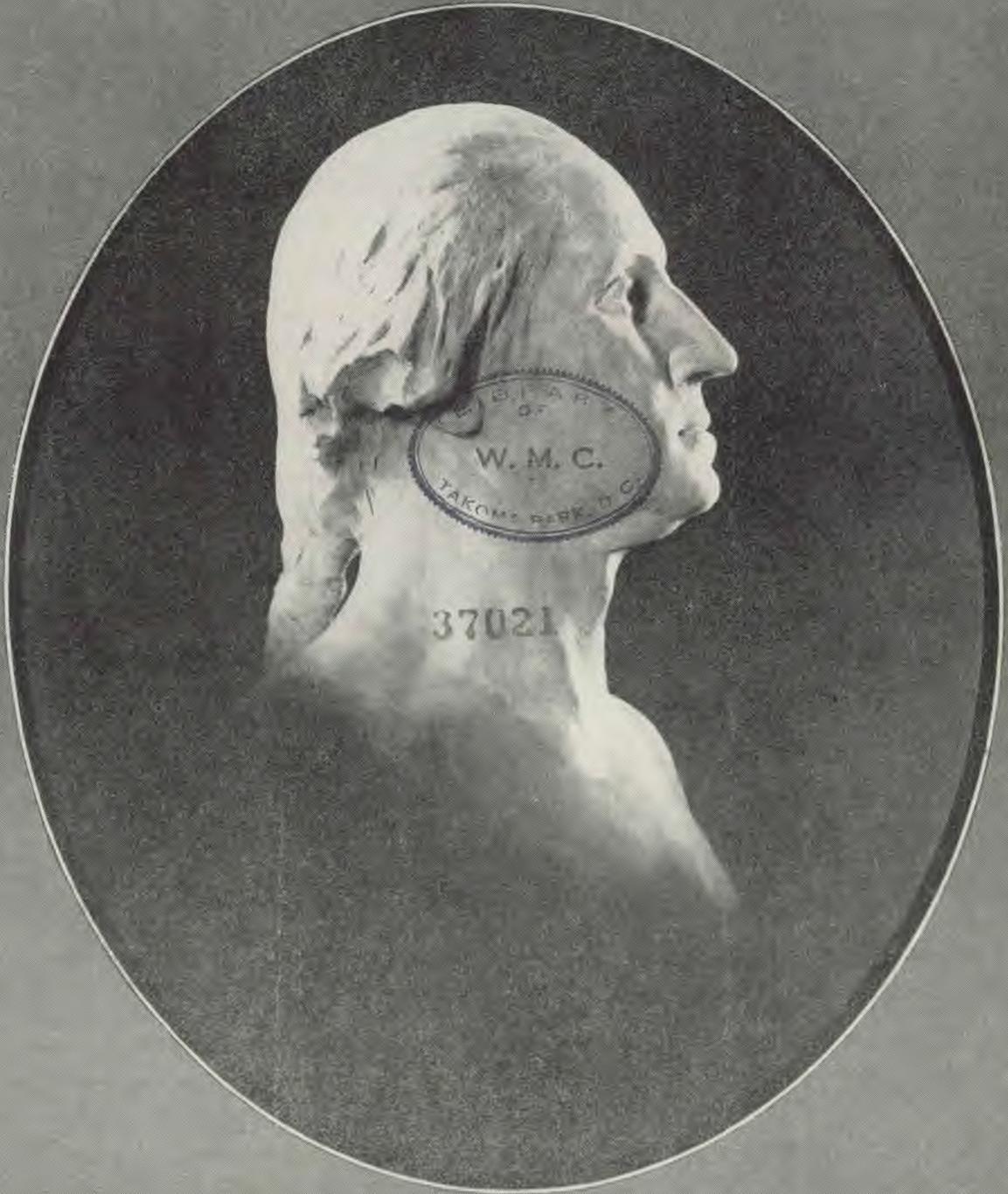
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The JOURNAL of TRUE Education

KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSSENTINE
LOWELL R. RASMUSSEN

JOHN E. WEAVER
FLORENCE K. REBOK

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ISSUED FIVE TIMES A YEAR—FEBRUARY, APRIL, JUNE, OCTOBER AND DECEMBER—BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1 A YEAR. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

LET US SHARE—An Editorial

THIS is the day of opportunity for Seventh-day Adventist schools. Never have enrollments been so high; never has the quality of student material been better; never have we had better trained, more competent or more consecrated teachers and administrators. While there is always need for improvement and advancement in organization, personnel, and equipment, it is a fact that, with the Lord's help and guidance, we are able to meet the challenge of our unprecedented opportunity.

Because of the increased demands upon our schools, it seems more imperative than ever that we draw together, reaffirm our common objectives, pool our experience, critically evaluate our practices, and standardize the more fundamental and significant of our academic procedures. The traditional autonomy of union conference boards of education and schools of collegiate rank is invaluable for the implementing and application of these objectives. But if our schools are to work and interact harmoniously, then the details of academic policy and practice in use on one college campus or in one union conference should be more generally known to the others.

Analytical and critical studies of education are in vogue. Among us, group meetings of educational leaders and staff members are held and workshops are conducted, to the end that objectives may be clearly defined and adequately applied. Union conference boards of education meet to legislate on the minutiae of policy and practice, and college staffs painstakingly prepare their bulletins and faculty handbooks to the same end.

It would seem that much beating of the air, much repetitious experimenting with educative processes could be avoided if there were more sharing of experience, more publicity given to suc-

cessful practices. How often a college faculty will spend many hours discussing a problem and formulating a policy, only to discover later that other colleges had years before developed and adopted a policy basically the same, to meet an identical need. Such history repeating may be educational for faculties, but not so much so in the long run as is learning to profit from the experience of others in the interest of efficiency.

The decisions of faculties and boards require the interaction of two factors: the instruction and guidance of inspiration, and the experience of the group. The first, through the Scriptures and the Spirit of prophecy, is fully adequate for providing the foundation principles. The second, even when enriched with the personal experience of consecrated veteran teachers, is often limited for lack of comprehensive and precise factual information. In this day, when the preparation of tens of thousands of young Adventists for Christian service now and for eternal life hereafter depends upon the guidance we give them and the sort of school environment we provide, we cannot afford to rely upon snap judgment. School organization and practice can to some extent be learned by trial and error, but the margin should be reduced by shared experience. When we offer occupational guidance, if it is to be sound, we must have the widest possible base of factual knowledge of trends and opportunities. Only a miracle can provide sound judgment when factual knowledge is lacking.

It is our understanding of the function of this journal that it is to report educational trends, the findings of study groups, successful practices as developed on campus and in workshop. In short, that it is the medium for the sharing of educational experience.

True Education*

Mrs. E. G. White

EDUCATION, as it is conducted in the schools of today, is one-sided, and therefore a mistake. As the purchase of the Son of God, we are His property, and every one should have an education in the school of Christ. Wise teachers should be chosen for our schools. Teachers have to deal with human minds, and they are responsible to God to impress upon those minds the necessity of knowing Christ as a personal Saviour. But no one can truly educate God's purchased possession unless he himself has learned in the school of Christ how to teach.

I must tell you from the light given me by God, I know that much time and money are spent by students in acquiring a knowledge that is as chaff to them; for it does not enable them to help their fellow men to form characters that will fit them to unite with saints and angels in the higher school. In the place of crowding youthful minds with a mass of things that are distasteful, and that in many cases will never be of any use to them, a practical education should be given. Time and money are spent in gaining useless knowledge. The mind should be carefully and wisely taught to dwell upon Bible truth. The main object of education should be to gain a knowledge of how we can glorify God, whose we are by creation and by redemption. The result of education should be to enable us to understand the voice of God.

The earth is corrupt and dark and idolatrous, but amid the darkness and corruption a pure, divine light, the Word of God, is shining. But although we have known the truth for many years, little

advancement has been made by those who have been given light. Whose plan was it to produce that class of books that have been patronized in our schools? It was largely the plan of men who did not have the experience of Moses and Joshua and Daniel, and the other prophets and apostles, who endured the seeing of Him who is invisible. Seeing God by faith, gives a conception of the divine character, the perfection of heaven. . . . In this age, as never before, when the two great forces of the Prince of heaven and the prince of hell have met in decided conflict, our youth need instruction in Bible principles. Like the branches of the True Vine, the Word of God presents unity in diversity. There is in it a perfect, superhuman, mysterious unity. It contains divine wisdom, and that is the foundation of all true education; but this Book has been treated indifferently.

Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God. "This is life eternal, that they might know Thee, the only true God, and Jesus Christ whom Thou hast sent." If this is the price of heaven, shall not our education be conducted on these lines? Christ must be everything to us. "Unto us a Child is born, unto us a Son is given: and the government shall be upon His shoulder: and His name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace." What a foundation is here laid for the faith of those who shall live in all ages. When Christ ascended to heaven, He ascended as our advocate. We always have a friend at court. And from on high

* *The Christian Educator*, vol. 1, no. 2, August, 1897.

Christ sends His representative to every nation, kindred, tongue, and people. The Holy Spirit gives the divine anointing to all who receive Christ.

This is the great subject that underlies all true, sanctified education. When this is made the theme of our conversation, no idle, common talk will fall from our lips. Jestings and joking are heard because the soul temple is unsanctified and unholy.

God, the everlasting Father, gave His only begotten Son to the world that all who come to Him might have everlasting life. And in this gift He opened to us a channel of the richest and most inexhaustible treasures. This sacred theme should be the food of our minds. With this bread of life we should satisfy our soul-hunger. If we do this, we cannot hunger for worldly excitement or grandeur. Our religious experience is of exactly the same quality as the food we give our minds. . . .

The truths contained in the Scriptures are grand, elevating, uplifting, ennobling. If the lost image of God is restored in this world, these truths must be cherished. They are graced with such simplicity that they could not possibly have originated in any human mind. A sower from a higher world went forth to sow the world with the seeds of truth. Only this higher phase of education is able to prepare students for the higher school, where Christ and God will be the teachers, and where, throughout eternity, we shall learn how best to magnify and glorify God's name.

Men who are not burdened to learn Greek and Latin may yet possess a most earnest zeal to prepare in this life to receive life eternal, and enter the higher school, taking with them the result of their studies in this world. When they reach the heavenly school, their education will have advanced just in proportion as in this world they strove to obtain a knowledge of God and the world's Redeemer. And just in proportion to the

advancement they have made in seeking God and His righteousness will they be rewarded in the future immortal life.

The scheme of redemption is not a common study. Had it been so, many souls would not have been disloyal to God. Commencing with the apostasy and the gospel presented to Adam and Eve in Eden, and tracing down prophetic history, the Word of God unfolds the plan of redemption, gathering fresh and increased evidence, until the fulness of the time came, and then Christ made His advent into the world. In Christ the Deity was represented. He was the great instructor in divine philosophy. He came without display, having no outward glory to stimulate mere admiration, and possessing no earthly riches. . . .

But as a golden treasure, truth was entrusted to the Jewish nation. The Jewish economy, bearing the signature of heaven, was instituted by the great Teacher, Jesus Christ. In types and shadows, important truths and mysteries that needed an interpreter, were veiled. The shadow pointed to the substance; and when Jesus came to our world, it was to let spiritual light shine forth. Hear, O heavens! and be astonished, O earth! The appointed Instructor was no less a personage than the only begotten Son of God. God was revealed in Christ. He made plain the treasures of truth. He displaced the rubbish that had been piled on the Sabbath of the fourth commandment, declaring Himself the Lord of the Sabbath. He who had made the world and made man, also made the Sabbath, and gave it to man to keep holy. . . .

God's standard of character is His law. Satan said, I will tear down this standard, and will plant my own standard in its place. This he has tried and is still trying to do, that God's standard may be eclipsed or seen through a glass darkly. The Jews did not see it, and that is why they crucified Christ. The Christian world do not see it, and that is why they

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Pupils Are Mirrors

Lawrence E. Smart

EDUCATIONAL SUPERINTENDENT,
GREATER NEW YORK CONFERENCE

DISCIPLINE and order the teacher either has or does not have. They are not responses that can be demanded; they depend not so much upon what surrounds the teacher as upon the teacher himself and what is within him. The pupils of a teacher with limited training and preparation, but who has good discipline, will accomplish far more scholastically than those of a teacher with more training who does not have proper control of the classroom. The parental indifference of today and the consequent rising tide of delinquency challenge the Christian teacher to fulfill his obligations to prepare and train an army of youth for the finishing of God's work on the earth. The necessity of self-control and self-discipline is one of the most important lessons that can be given to our pupils.

There are three factors in maintaining good order. The first of these is proper administration of the routine elements of the classroom; the second and most important factor is the personality and teaching skill of the teacher; and the third factor is consistent administration of the rules and regulations relating directly to the behavior of the pupils.

The first of these factors includes such items as entering and leaving the classroom, heat and ventilation, distribution of supplies, collection of lessons and written work, and following the daily schedule.

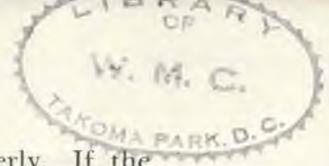
If, when the bell rings for opening the school day, the pupils rush pell-mell into the schoolroom, scattering books, munching apples, removing wraps, and noisily taking their respective seats, the day is off to a bad start. Precious time is lost in

gaining a semblance of order and beginning the program of the day. In some schools a five-minute warning bell has been found helpful; then when the bell sounds for the opening of school, the children are ready to form in orderly lines and pass quietly and quickly to their places. The psychological effect is one conducive to quietness, orderliness, and study.

Monitors appointed to take care of distributing books, art materials, and supplies, and the collection of written work, do much toward eliminating disorder. An orderly system of passing the papers from the front or from the back of the room eliminates the competition of last-minute voluntary "teacher's little helpers" that so often disrupt the orderliness of the classroom. System in such matters saves time and helps to establish the teacher in the minds of the pupils as an organizer and efficient director of their activities.

A room that is too cold is conducive to inattention, wiggling, irritability, mediocrity in scholarship, and is also a menace to the health of pupils and teacher. On the other hand, an overheated schoolroom is also conducive to inattention, disorderliness, drowsiness, and is perhaps even more a health menace than the cold room.

Many cases of bad behavior are due, not to anything seriously bad in the children, but to a poor system allowing loopholes for the explosion of excess energy and for the illegitimate exercise of otherwise commendable ingenuity. A carefully planned routine, with well-executed extracurricular activities, and efficiently supervised play periods, can do much to



lessen the disciplinary difficulties of both classroom and play period. The teacher should be on the playground to direct and participate in all play activities. Exceptions to this practice should be few and very far between, for on the playground the teacher may win the co-operation and respect of the pupils and teach many valuable lessons in good sportsmanship, courtesy, and leadership.

The second factor in the problem of discipline—the personality and teaching skill of the teacher—is by far the most important. The teacher's personality and mental attitude have a definite influence upon pupil behavior. The good teacher is not in a rut but is free from hampering inhibitions and restraints. He seeks ways and means of improving his teaching, and is open-minded and welcomes constructive suggestions. To be a skillful teacher, one must be progressive and never allow himself to become static in methods and procedure. The good teacher treats his pupils as individuals, and has the ability of remaining self-controlled in the midst of conflicting demands. He is habitually quiet, poised, and courteous in all relationships with his pupils as well as with adults.

Pupils usually act the way the teacher expects them to act. If he has himself under control and is well disciplined, if he has full confidence that, come what may, he is master of the situation, and can solve the problem, if he feels certain that the pupils will do what is expected of them, and proceeds accordingly, his attitude is reflected by the pupils and their activities. The schoolroom will be orderly, and the pupils will give co-operation without even considering why.

Pupils are like mirrors—they reflect the manners and personality of the teacher. If the teacher speaks in a harsh, peremptory voice, if he walks about noisily, if he is demanding, faultfinding, nagging, and generally irritable, the pupils respond accordingly; instead of being docile and obedient, they are

irritable, noisy, and disorderly. If the teacher is untidy about his person, if his desk is piled with books and papers, if the blackboards are unclean, and work is haphazardly displayed, the pupils will be careless about their papers and books, and untidy about their persons.

As for teaching skills, the teacher who keeps abreast of the times, reads professional magazines, takes an occasional summer school course, and carefully plans his work will find that he can keep a never-failing interest in his work, which is reflected by the pupils' taking a vital, active interest in their assignments and pride in doing their work well.

The third factor of discipline is that of the administration of rules and regulations relating directly to behavior. Here the successful teacher is consistent. Rules should be well considered, few, and simple, but conscientiously and persistently enforced. The wise teacher will avoid making a rash rule that cannot be enforced or that will shortly need to be repealed, since this sort of thing makes the program unstable and inconsistent. When a rule or regulation is made, the reason for making it should be made clear to the pupils. They have a right to know why certain things are being demanded of them, and if they are led to see the logic and reasonableness of the regulation, they will be more willing to abide by it. The teacher should be careful that he does not react to the varied personalities and social backgrounds of the pupils, but that he administers equal justice to all. Favoritism can counteract an otherwise positive program.

The teacher should take a positive attitude in making rules. He should endeavor to gain the co-operation and obedience of the pupils by arousing within them a desire to do what is right, and not try to gain obedience through threat and fear of penalty. Yet in cases of violation of the classroom code, reckoning should come for disobedience, as

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The Place of Modern Languages in the Students' Curriculum

Agnes L. Sorenson

PROFESSOR OF MODERN LANGUAGES,
WALLA WALLA COLLEGE

NEVER has there been a time when the study of modern languages has been of more practical benefit than during the past four years. Within the last year our men returning from the war theaters have been bringing back reports of the benefits they have gained from their study of German, French, and Spanish.

One doctor writes from Germany that he has been in German-speaking territory for five months and will be there for some time. He expresses appreciation for his two years of German and says that he has found the study a great help to him in getting along with the German people; he can speak with them on any subject; he attends our church there, reads their books, and only occasionally needs to look up a word. Another man who was in Germany had studied French while in college. He was able to make himself understood and got along well while there because of his knowledge of French. Still another, located in North Africa and Italy, found that the knowledge of Spanish enabled him to make himself understood.

The main reason we have stressed languages in our schools is that they have been so greatly needed in mission work; but never did we realize how the knowledge of a modern language would help our men in time of war to have tolerance, appreciation, and understanding of the people in the countries where they have been located.

Without a study of the utterances and ways of thinking of "the other fellow," and the understanding of him as a human being, history, social sciences, and

economics fall flat because they lack the life and glow that comes from such understanding. A knowledge of languages, by surmounting the obstacles of linguistic differences, helps us "to make friends and influence people."

Language students may become the world's interpreters, in which capacity they may wield an influence toward international peace, friendship, and tolerance, and may lead men to Christ.

In *Principles of Secondary Education*, by Bent and Kronenburg, are given three general aims of the study of foreign languages which justify giving them a place in the curriculum:

1. To develop tolerance for, and appreciation and a better understanding of, other people.
2. To study the literature, history, philosophy, culture, and *mores* of people of other countries through the medium of their own language.
3. To give those who are linguistically minded and who enjoy translating an opportunity to pursue this interest.

A recent poll on the language problem, conducted by the *Woman's Home Companion*, showed 78 per cent in favor of language study in the high schools, and 50 per cent in favor of studying languages before reaching the high school.

For three years an experiment was conducted in our Teacher Training School at Walla Walla College. Beginning in the third and fourth grades and continuing until the seventh grade, French was taught for twenty minutes a day. It was most gratifying to see how eagerly the boys and girls took to a foreign language, and how rapidly and cor-

rectly they acquired a speaking vocabulary. Even the college classes were amazed at how large a vocabulary the children had acquired, when they put on a demonstration for the college students. Naturally, much more repetition was needed than for college classes, and the children were not able to write very much because only the oral and aural approaches had been used in this experiment. The earlier the study of modern languages can be introduced the greater will be the results gained, if in each case the study of the same language is continued through high school and college.

In *School and Society* of November 9, 1946, Mario Pei, of Columbia University, states that the people of the United States are headed in the right direction toward what concerns the spirit of peace and understanding, even if some scholarly and executive minds of great universities and boards of education are not; and that, since the people are in the habit of getting what they want, this bodes well for the study of modern languages since they are a steppingstone to contact and understanding of their fellow men of different countries. The French teacher must stress the fact that there is in France an active, vibrant, lovable people, endowed with human traits, and that this people speaks the French language as a living, spoken tongue, designed to convey the same thoughts and emotions as the students themselves have. The German teacher must remind his students that German is the means of expression of millions in Switzerland, Austria, Hungary, and other countries who never sympathized

with Hitler. The teacher of Spanish must stress the human, modern side, pointing out the blessings of world solidarity and co-operation. The teacher of any language must stress the fact that languages deal with people and their souls.

The *Modern Language Journal* has been publishing a series of testimonials and statements on behalf of the teaching of foreign languages in our schools. These statements, indicating the important role that a knowledge of languages played during the global war effort, and the still greater part they are playing in the postwar period, not only abroad, but in this country, are a sufficient justification for language study. Included in these testimonials are names of such important leaders in the United States as John Erskine, C. S. Yoakum, Carl W. Bigelow, E. Wilder Spaulding, J. M. Studebaker, Henry W. Holmes, Thomas Mann, Franklin Bobbitt, L. A. Williams, and Nicholas Murray Butler. It seems to be the consensus that the knowledge of at least one other modern language besides his native tongue, should be included in every student's curriculum, and that this study should be continued until the student has mastered this language to such an extent that he will be able to use it to communicate his thoughts, and to understand the culture and philosophy of the people who habitually use it.

Seventh-day Adventists must include the study of languages in their curriculum in order that the gospel may be carried to the utmost parts of the earth, and that quickly. By making some preparation here, one may shorten the time of preparation in the foreign field.

The Organization and Administration of the Academy Library*

Floda V. Smith

LIBRARIAN,
UNION COLLEGE

THE library in a Seventh-day Adventist academy holds a special place of importance in the training and development of the students enrolled. It is in the academy library that the students learn better habits of study and conduct. They learn how to help themselves in finding material to answer specific questions connected with classwork, or general questions of special interest to them in their daily living. Here their reading interest is developed, so that whether at school or at home they will desire and know how to select books on a high level, yet according to their interests. These selections may be made from the masters of literature, science, and history, or from more recent travel and adventure stories, biographies or books in other subject fields.

Having developed proper study and conduct habits, having learned self-help, and having acquired a reading interest, the students are better prepared for college, and better prepared for real living.

Believing that the library has the importance here mentioned, educators should see that proper facilities, supervision, and books, are provided. Without the necessary tools the young people cannot be expected to build the foundations of good living. As educational requirements throughout the nation are constantly being raised, and as we attempt to make advancement in our own denomination, the academy library, along with other phases of secondary

education, must be able to meet the demands which are forced upon it.

One of the first problems to be considered is the administration of the academy library. North Central Association¹ standards for secondary schools include a teacher-librarian or a librarian with at least eight hours of library science, in schools with 400-800 pupils. Iowa requires a teacher-librarian with at least six weeks of library science. Minnesota requires a part-time librarian in schools with 5-24 teachers, and half-time librarian in schools with 25-49 teachers. North Dakota stipulates a teacher-librarian with four hours of library science, in schools of 100 students; six hours, in schools of 100-200 students; and eight hours, in schools of 200-500 students. South Dakota asks only that the librarian be well educated and efficient.

In adapting these requirements to our academy libraries, we should have in each case a part-time librarian with at least four to six hours of library science.

The next problem is that of organization; and here we find that the North Central Association¹ requires that the library be cataloged and classified. In general, state standards call for a shelf list, card catalog, card loan system, accession record, and classification according to the Dewey decimal system.

If our academies have a part- or half-time librarian, with even a small amount of training, the organization here briefly outlined can usually be carried out. However, the librarian must be supplied with sufficient materials and also with student help in the clerical work.

* Paper presented at the Northern Union Conference Secondary Teachers' Institute held at Plainview Academy, Redfield, South Dakota, September 4-6, 1946.

As to space and equipment, most standards provide for a room which will seat 10 per cent of the student body at one time. Some States recommend for small schools the library-study hall combination. "North Dakota is the only State whose standards forbid the use of the library as a study hall."² Standards include such essential equipment as tables, chairs, librarian's desk, shelving, catalog cases, etc.

After the librarian, the necessary room, and equipment are secured, the most important factor is, of course, the book collection itself. The standard annual appropriations in the States included in our Northern Union Conference are as follows: Minnesota, \$1.00 per pupil; Iowa, \$.75 per pupil (minimum \$100); North Dakota, \$.75 per pupil; South Dakota, \$.75 per pupil (minimum, \$75).

The North Central Association³ requires that the number and kind of books, reference materials, and magazines be adequate for the number of pupils enrolled, and that it meet the interests of pupils and the needs of instruction in all courses offered. State requirements are as follows:

Iowa:	Recreational reading, minimum, 100 One book added for each pupil above 100 Collateral, one book for each pupil in class
Minnesota:	Adequate working library
North Dakota:	Ten volumes per pupil less than 100 pupils 100-1,000 pupils: 1,000-3,000 volumes Newspapers
South Dakota:	Four good magazines Minimum, 500 24 added annually for English 3 in science 6-10 periodicals

According to the above findings, the annual appropriation for the academy library should range from seventy-five cents to one dollar per pupil. The collection which would form an adequate working library would necessarily vary according to the books already in the library, the interest of various teachers in selecting books for their own or related fields, and the amount allotted to the library for books. In general, the collection should range from 1,000-1,500 books, with a minimum annual addition of 100 volumes.

Though we have been discussing quantitative library standards, we do not forget the qualitative standards which must be reached in the library collection and in library service. As academy teachers and librarians, we cannot feel that because we may have 1,000 books in the library we have exactly what the students need, and all they need. It is quite possible that many of those books are out of date and useless; some may be too advanced in content to interest the academy student. We must endeavor to make the collection as balanced as possible.

As to how this may be done, we would urge each academy teacher to sense his responsibility in presenting to the librarian his selection of books in his particular teaching field, or in a field of general interest, in order that proper steps may be taken for their purchase. The selection of an individual teacher may consist of no more than one or two books during a semester, but if carefully chosen, may fill a definite need, and satisfy the interest of some student. Consequently, if each teacher selects only a few books, the collection will grow during the year. In that way the librarian does not bear the entire responsibility, and each member of the staff feels that he has an active part in building up the academy library.

You may ask, "Where is it possible to find any books to recommend?" Surely there are circulars coming to your desk, some of which will bear investigation. As teachers you are reading professional magazines in your field, almost all of which carry some book reviews or lists. There are from time to time suggestions in our own denominational periodicals. There are doubtless books which you have read, or which young people in your home have read, copies of which might well be placed in the library.

If you have not already done so, make the acquaintance of the friendly public

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What Kind of Music Do I Appreciate?

Harold B. Hannum

PROFESSOR OF MUSIC,
LA SIERRA COLLEGE

YE SHALL know them by their fruits." Matt. 7:16. There is no question but that we are known by the kind of company we keep, the kind of reading we enjoy, and the kind of music to which we listen. Our musical tastes are an indication of the influences which are forming our characters.

The appeal of music may be divided into three kinds, depending upon our background or training. Each of these appeals is legitimate and has its place in our enjoyment of music.

1. *The physical appeal of music.* By this we mean the appeal of music to our senses. As a pleasant sound with delightful melodies and fascinating rhythms, music appeals to nearly everyone. One who enjoys music on the sensory level may consider it as an atmosphere of fragrant perfume; another will enjoy it as a warm, sensuous bubble bath of luxurious tone; while to others it appeals like the colors of the rainbow, only changing their relations as it flows along. This appeal of music is a satisfying physical experience. It is like a banquet of the best foods, served in the most delicious manner, delighting the appetite of a king.

Music which appeals primarily to our sense of rhythm may be classed in this division. Music for marching and dancing is largely physical in its appeal. Background music for dinner may be useful because of the pleasure it gives the senses. The radio makes frequent use of this appeal of music in creating atmosphere.

When carried to excess this type of music appears as jazz, "swing," and other forms which the Christian should care-

fully avoid. Our rule should be: Never listen to music having a physical appeal which weakens our moral attitudes or which lessens our desire for spiritual things. Just as we control our other appetites, so we should control our physical taste for certain kinds of music. There is a physical appeal in certain types of popular music which is just as harmful as drugs, tobacco, or alcohol. The Christian will control his appetite for all these harmful things.

While no great music is built upon this appeal alone, it is true that all great music has a physical appeal. This is an important factor in making music enjoyable.

2. *The emotional appeal of music.* This is closely linked to the physical appeal of music, just as the emotions are associated with our physical nature. We may ask ourselves, "Do I like music because of its emotional appeal, its appeal to my feelings?" Are we controlled in our choice of music by our uncontrolled emotions?

Music with a strong emotional appeal makes us feel sad or happy. It makes us joyous, wistful, melancholy, hopeful, mournful, courageous, religious, or patriotic. Love songs, songs of home and mother, many gospel songs, songs of sentiment—all come under this classification.

This, too, is a legitimate appeal of music, and is extremely useful in our experience, provided it is not carried to excess. When carried beyond the point of good judgment and good taste, such music becomes sentimental, theatrical, and cloying with sweetness. The so-called sweet jazz, many of the sentimen-

tal love songs of popular music, and crooning belong in this extreme class. The theatrical organ, with all its lush and sentimental tone quality, represents an excess of emotional appeal.

Too much of our musical enjoyment today is on this level only. Some people judge all music by this one factor. Many never get beyond the physical and the emotional enjoyment of music. To them this is all there is to music. If we depend too much upon our emotional reactions, we shall have an uneven experience—on the mountaintop one day and in the valley the next. Emotions are very important, but the higher powers of the mind must guide and control our emotional life if it is to be normal and healthy.

All great music has a tremendous emotional appeal. Emotion is an essential part of music, without which it would be only finger exercises and meaningless sounds. The intelligent and progressive person will seek so to develop and guide his emotional life that he can enjoy the greatest expressions of emotion through music.

Beautiful music tends to harmonize and develop the emotions. Although childish ditties once satisfied, they no longer should meet your needs. To seek jazz and crooning songs on the radio is to betray your emotional age. To strive toward an appreciation for only the best in music is to stimulate emotional growth."*

3. *The aesthetic appeal of music.* By this classification we mean a combination of the physical, the emotional and the intellectual understanding of music which causes us to enjoy music as a beautiful experience. When we see in music something which is truly beautiful, then we are having an aesthetic experience. Beauty seems more than simply physical or emotional enjoyment. It is an appeal to the higher functions of the mind.

* Chester M. Sanford, *Developing Teacher Personality That Wins* (Evanston, Illinois: Row, Peterson and Co.), p. 67.

This is the most challenging type of listening. It is the most rewarding and most satisfying kind of music enjoyment, and it leaves no unfortunate aftereffects. Because this kind of appreciation requires mental exertion, however, not everyone is willing to spend the time and make the necessary effort.

Yet, this is the road to the fullest enjoyment of the great musical masterpieces of Bach, Beethoven, Brahms, and other masters. Sometimes this aesthetic experience is misunderstood, because it is not necessarily demonstrative, flashy, sentimental, startling, or compelling in its power. It is the kind of appreciation that sees genuine beauty in the use of the C-major chord to express the words "and there was *light*," in the opening measures of Haydn's *Creation*. It recognizes the beauty in the massive and dignified harmonies of "Old Hundred," in the weaving voices of a Bach fugue, in the simplicity of a folk song or the hymn tune, "St. Anne."

The aesthetic experience is richly rewarding only to those who put forth diligent effort. This is not the kind of appreciation for the lazy, since it demands concentrated attention. Music with this appeal must be heard over and over again, and to the attentive listener each performance yields new beauties.

Sometimes the suggestion is offered that we should begin with light music and gradually we shall develop a taste for so-called classic or heavy music. How long must we eat strawberry shortcake in order to develop a taste for whole-wheat bread? How long must one read the newspapers before acquiring a liking for the poetry of Tennyson? How many cartoons must one study in order to understand the paintings of the masters?

It is a mistaken belief that taste is developed in this way. No progress upward was ever made without effort. Any improvement in our tastes or likes or appreciations will be the result of desire

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Influence of Food on Mentality

J. Wayne McFarland, M.D.

ASSISTANT SECRETARY, MEDICAL
DEPARTMENT, GENERAL CONFERENCE

EARLY in the study of nutrition it was learned that it was not enough to have adequate amounts of protein, fat, and carbohydrates. In addition to these there were other elements that must be taken into consideration. Among these were minerals, and later on vitamins were discovered to be absolutely essential to life. They play a part that is indispensable to all the body processes.

Yet in spite of our increased knowledge of foods and their importance, we are faced with the fact that a great many individuals are malnourished. Just a few months back the Government informed us that 70 per cent of the boys with a bad nutritional history were 4-F's. Two out of every five men examined for military service were rejected because of defects traceable to malnutrition. What was wrong? How could such a thing be possible just prior to our gaining a clear picture of our national health? Since then research has brought to light our failure to feed ourselves and our children properly.

One national survey brought to light that the key meal of the day is being slighted, and our children suffer as a result. It was found "that 50 per cent of our children eat a breakfast which is deficient in the protective foods, such as citrus fruits, tomato juice, milk, and eggs. Thirty-two per cent eat a lunch which is short on green vegetables, whole-grain bread, milk, and fruit. Supper is the best meal of the day, but 20 per cent do not include necessary amounts of milk, green vegetables, and fruit."¹

Without breakfast the blood sugar may drop to levels low enough to produce headache, gastric disturbances, and

marked fatigue. The lack of co-operation between Junior and his lessons and teachers may not be poor mentality and stubbornness at all. It may be simply a boy who has not enough under his belt to keep under his disposition.

At the recent meeting of the American Public Health Association, Nutrition Section, it was reported that breakfast is the worst spot in the American dietary. Put with this the fact that breakfast should provide one fourth to one third of the day's total supply of essential food nutrients and calories, and you have basis enough for jittery, nervous, fatigued, and at times cantankerous youngsters as well as oldsters.

Another scientist's study on the effect of diet on general growth of school children included this observation:

"Eighty underweight children ate their lunches in the school cafeteria, one group eating daily ordinary white rolls and the other rolls with wheat germ. No other change in their food was made, but the group fed the wheat germ in every case achieved a much better rate of growth in both weight and height. The effect was probably due to the considerable B-vitamin content of the wheat germ."²

It is no small wonder that, lacking essential vitamins and minerals, we suffer aches, pains, and nervousness; while Junior, irritable and puny, catches everything that is around, and has no end of nose, throat, eye, and tooth trouble. The popular idea that we can make up the deficit by swallowing a vitamin pill or two is taking a long chance to remedy something that usually can be corrected at the dining-room

table. Most of the time it is a lack of practice rather than a lack of knowledge.

One of the most interesting fields of nutritional study has been the effect of foods on a child's mentality and on his disposition. The Vitamin-B complex and especially B₁ or thiamin, plays a very important role in maintaining normal healthy nerves. Now we are finding that actual learning ability, or the capacity to learn, can be affected by the intake of vitamin B₁.

In one experiment "two groups of boys and girls were chosen: average age, 13 years 8 months; average height, 5 feet 11½ inches; average weight, 99 pounds. The learning ability of Group A was exactly equal to the learning ability of Group B, according to two intelligence tests given at the start of the experiment.

"Both groups were given the same food in the same amounts, had the same environment, the same teachers, took the same learning tests at the beginning and end of the experiment. Both groups were given pills each night, but Group A's were fake; Group B's were thiamin (vitamin B₁). Only two scientists at Columbia University knew which children belonged in each group. The eighteen learning tests included arithmetic, reading, code learning, completion of designs, dart throwing. Scores were recorded daily. By the fifth day there was a noticeable difference in the groups, and this difference continued throughout the experiment. In six weeks' time the gain in learning of thiamin-fed Group B had surpassed that of Group A by about 27 per cent. Later and more extensive studies in the same group tend to strengthen the original conclusion, that learning ability *is* favorably affected by food."³

This is one of the most striking discoveries yet made in the field of foods. To think that our children can be robbed of the ability to learn because of the way we feed them should cause us to stop and do some serious thinking.

The breakfast table—or the lack of it—can be the answer to why Johnnie's and Mary's report cards are none too flattering. About 50 per cent of our population do not get adequate amounts of the vitamin-B complex. Here is the explanation of much of our tiredness, "nerves," and lack of pep. We are not getting enough vitamin B.

One great cause for this lack of vitamin B is the overindulgence in sweets. As a nation, we overeat on sweets and sugars, from childhood up. Vitamin B₁ is required to use the sugar properly in the body. If one is not obtaining enough protective foods by eating an abundance of whole-grain cereals, fresh vegetables, and fruits, he will lack in vitamin-B complex. Or even if he should get enough vitamin-B complex in foods but use it up in taking care of a lot of candy, cake, ice cream, and pie, he would still have little left for properly running his nervous system.

The amount of sugar used in the United States is phenomenal. The Council on Foods and Nutrition of the American Medical Association is authority for these revealing facts:

"The per capita annual gross consumption of sugar in the United States increased steadily from about 10 pounds in 1821 to 108 pounds in 1931. Since then this gross consumption has shown little change. . . .

"Sugar as consumed in recent years, whether it originates from sugar cane or sugar beets, is for the most part highly refined sucrose. What vitamins or minerals may have been present in the cane or in the beets are almost completely removed. . . .

"Indiscriminate and uncontrolled supply of poor food for between-meal eating cannot be condoned with impunity anywhere."⁴

Further comment of the Council on eating between meals is very pertinent. We quote:

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Our Educational Work in Australia

Nelson C. Burns

BIBLE DEPARTMENT,
AUSTRALASIAN MISSIONARY COLLEGE

OUR first school in Australia was opened in the city of Melbourne in the year 1892, with an attendance of twenty-four students. This school had been operating but a very short time when Mrs. E. G. White urged the pioneers to move the school from this large city into the country, and God directly led the brethren to Avondale, the present location of our senior college. Although readily accessible by rail and road to Sydney, the nation's largest city, and to the great industrial center of Newcastle, Avondale enjoys the quiet calm and natural beauty of the Australian bush—or forest, as it would be termed here in America.

The basic principles outlined by the servant of the Lord when she herself lived at Avondale have constituted the framework on which the whole system of our education has been built. Although the school at Avondale was opened at a time when we had only a few members and our resources were extremely meager, Sister White, in an address given at Avondale, July 22, 1899, pointed to a time of great prosperity and development, when students would be sent from this center to labor in many lands. Concerning the nature of the training to be given she said, "God designs that this place shall be a center, an object lesson. Our school is not to pattern after any school that has been established in this country."¹ Definite instruction was also given concerning "the harmonious development of the physical, the mental, and the spiritual powers."² Our Australian colleges have consistently followed the instruction to provide manual training and labor for all students. Conse-

quently, our two Australian colleges and the New Zealand college are in rural areas, and every student is required to spend at least two hours daily in work on the farm, in the orchard, in the Health Food Factory, in one of the industries, or in the domestic department. Such a program emphasizes the dignity of labor and helps to eliminate class distinctions. The success of our educational work in Australia must be attributed to the direct leadership of the Spirit of prophecy. Consider the following figures.

Today we have 7,190 students and 500 teachers in our 338 denominational schools and colleges throughout the Australasian Union Conference. What a gratifying testimony is this to the guiding hand of God! The larger proportion of these students are in our island mission schools which come within the territory of the Australasian Union Conference.

We have now reached the time when practically all the teachers in our elementary and secondary schools and colleges are graduates of our Australian and New Zealand colleges. Last year fifty-five young people were graduated from these three colleges, and positions were waiting for them all in the ever-expanding work. Such is the case year by year. There never seem to be sufficient graduates to meet the needs of the field.

The central training school for our island mission field is situated in Fiji and is known as the Fulton Missionary School. This represents a recent educational venture. Native students graduated from our lower-graded schools in New Guinea, the New Hebrides, the Solomon Islands, Samoa, the Friendly

Islands, Fiji itself, and all other island school centers are to receive at Fulton Missionary School an advanced education which will enable them to return to their own fields more efficiently equipped for teaching and preaching. This school has already gained considerable distinction.

The principal of this school, A. P. Dyason, reports that "last year a number of our students gained passes in the local teachers' examinations. One of them gained the highest marks for the whole colony, and this resulted in our school being awarded the Silver Cup, which is given to the school with the highest average in the local school-leaving examination. This cup is to be presented later in the year by the director of education. It is a much-coveted prize, and we hope that this will not be the last time that Fulton will be successful in winning it."

Another very interesting educational center is our Monamona Mission School for Australian Aborigines, of whom there are left only about fifty thousand. Our training center for these primitive people is situated in the state of Queensland, and although under our complete control, it is sponsored by the government, from whom we receive financial assistance for its operation. Australian Aborigines are confined to certain reserves, and our church has been appointed custodian of these people in the Monamona area. The education given them is mostly industrial and very practical; yet some of the students have excelled scholastically; and the Monamona training school has the distinction of being the only school in Australia that has sent an Aborigine as a missionary to a foreign field.

Education in Australia, and in some island colonies controlled by Britain, is standardized by the government. All education, even in church schools, is regularly inspected by government inspectors, and no person is permitted to teach unless he has passed government examinations and maintains a high

degree of efficiency. All examinations are set by the universities, which are government institutions. From this it will be seen that the standards and efficiency in our denominational schools must equal those of other schools in Australia. Our teachers must be government certificated and registered, and instructors in the teacher-training department must be university graduates holding a degree in education. As indicated above, the same high standard is steadily being required of all teachers and schools, even for island missions.

The brethren in Australia have determined not only to maintain the present high standard of education but to surpass it. They have begun to operate a long-range plan of sending our senior teachers overseas for further education and experience. Alan Westerman, who for years has taught in our Australian schools, has recently obtained his Ed.D. in the United States. L. Turner and E. G. McDowell, two more of our teachers with Australian and New Zealand M.A. degrees, are about to leave for America and England to obtain their doctorates. Elder A. F. J. Kranz, who for twelve years was Bible teacher at the Australasian Missionary College (Avondale) and is now principal of our college in Western Australia, is about to join me for a year's work at our Theological Seminary in Washington, D.C.

But beyond all this effort to maintain high standards, there is something far more important. Our leaders in Australia are determined, with our brethren in America, never to allow secular standards to diminish by one whit the high spiritual tone and lofty ideals of our distinctive message. When I was a child my parents moved to Avondale, and during all my teen-age years, every Sabbath my eyes rested on the large inscription which spanned the Avondale church rostrum, containing Mrs. White's message to the young people of that country: "Upon the

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Opportunity Knocks for the Physical Therapy Technician

E. Evelyn Britt

INSTRUCTOR, SCHOOL OF PHYSICAL THERAPY,
COLLEGE OF MEDICAL EVANGELISTS

THE Seventh-day Adventist church school, academy, or college has as its primary objective the education and preparation of young people for work in the cause of God; in fact, there is no other reason for its existence. In speaking of education, one usually thinks of mental, physical, and spiritual training and development. All these phases are important; however, since the "body is the temple of the Holy Ghost," it seems logical that one should give special attention to the construction of this temple. A very important aim of our educational institutions, then, should be the development of the "temples" entrusted to their care into things of beauty, structures with firm foundations and correctness of alignment—suitable edifices for the indwelling of the Holy Spirit.

In this era of postwar construction one is conscious of the building programs that are projected or progressing everywhere. The teacher is spoken of as having a part in "building" the characters of her pupils. The physical therapy technician can also be an architect for God. In the field of physical education the opportunities are many for the physical therapist endowed with enthusiasm, imagination, and adaptability. Even with a minimum of equipment, he can do much to raise the standard of physical fitness in our schools.

It should be stressed here that for a group of normal individuals a physical education program consisting only of games and calisthenics is wholly inadequate. The Children's Bureau of the United States Department of Labor con-

ducted an investigation of posture in the Williams Public School, of Chelsea, Massachusetts, over a two-year period. One group of 747 received the ordinary calisthenics as prescribed by the State. The other group received special postural training. The children were carefully studied by an orthopedic surgeon and his assistant at the beginning and end of the problem. The teachers kept records of the absences for illness, scholarship, and deportment of all the children in both groups. "There was a definitely lower rate of illness in the posture group than in the control group which took only the ordinary calisthenics."¹ Postural training, with corrective physical education, is a "must" in any program whose purpose is to improve the physical condition of our youth. Otherwise, defects which might now be corrected, may, if neglected, cause serious difficulty in later life. It must also be recognized that some exercises designed for the normal person may actually aggravate the condition of an individual whose bodily structures are not properly aligned.

The teaching of posture should be approached with careful thought and preparation, and presented in a manner that will appeal to the age of the group to be instructed. The physical educator's ability in this one respect may determine the success or failure of the course. "Unless he [the student] understands how proper carriage affects him and his well-being, and what it will mean to him now and in the future, he will cast the teaching aside and feel that postural training is just another of the necessary evils to which he must be subjected."²

It is encouraging to know that such a program can be carried on in our schools with very simple equipment and a minimum of space. Before any classwork is begun, the school physician should check the students, noting any deviations from normal posture. Since there are many reasons for poor posture other than carelessness, it is important that the underlying cause be discovered in each case. Some of these may require medical treatment as well as corrective exercises. After the initial examination the physician may prescribe specific exercises for those individuals who need them, and may check on the students' progress at regular intervals during the school year. It might be possible to divide the class into groups according to postural needs. Conditions in any particular school would indicate whether or not this would be advisable.

In his book *Physical Medicine*, Dr. F. H. Krusen, of the Mayo Clinic, offers an excellent outline³ for the teaching of posture. He suggests that in the first class period the nature of the course should be explained, and the instructor should endeavor to show the value of correct bodily mechanics and to make the students "posture conscious." Succeeding class periods should include a study of what constitutes good posture. There are many good standards for grading posture. One very simple test, and also a good exercise for establishing good posture in standing, is known as the "wall test."⁴ In this test the person should stand with heels, hips, shoulders, and head against the wall. Next slide a hand into the space between the wall and the lower neck, and press back against the hand; then walk away from the wall, maintaining this posture.

The common postural faults should be presented, with emphasis on how they lessen the efficient functioning of various organs. "Posture defects may be classified as head forward, round shoulders, kyphosis, lordosis, scoliosis, and

foot imbalance."⁵ Some class periods should be devoted to mastering exercises for the correction of these defects, special emphasis being placed where the need is indicated. Some may need to stretch tight, contracted tissues; others, to strengthen weakened muscles; or again, to develop co-ordination and rhythm. Whatever the need, there are many exercises that can be used which require little, if any, equipment.

One simple exercise for FORWARD HEAD⁶ "consists of walking about the room with heavy objects balanced on the head." It would be well for an individual with this difficulty to sleep without a pillow. He should consciously try to stand as tall as possible.

ROUND SHOULDERS⁷ may be treated by the subject lying on his back with a small sand bag placed under his back between the shoulder blades or at the point of greatest convexity. Elbows should be flexed and hands interlocked behind the neck, the arms relaxed so that their weight will stretch the muscles which need it. Spending a period of time each day with this exercise will do much to correct this condition. The person with this difficulty should also sleep without a pillow, on a firm mattress, perhaps with a board between the mattress and the springs, and with a small folded towel placed under the point of greatest convexity. The thickness of the towel may be increased as the condition improves and the individual becomes accustomed to sleeping in this position.

For LORDOSIS⁸ there are numerous exercises that may be used. The "wall test" already described is an excellent one and very practical. There are also exercises that may be done on the floor. For doing these exercises in class, of course one would need a few exercise mats or thin mattresses.

The exercises for SCOLIOSIS⁹ are many, and varied according to the type of curvature present. The habits of each

individual should be carefully studied, as some of these may be contributing factors in the production of the curvature.

A few examples of the many exercises for FOOT IMBALANCE¹⁰ are, picking up marbles with the toes, stretching exercises for the Achilles' tendon or heel cord, and the "Risser sand-scrape walk."

After exercises suitable for postural defects existing in the class are mastered, the students may spend time practicing on one another and in assuming incorrect posture and then correcting it. Perhaps ten or fifteen minutes of each class period could be devoted to individual instruction for those who need special attention. After the special corrective exercises are learned, the students may perform the exercises at home; however, they should be checked frequently to be sure that they are not becoming careless and doing the exercises incorrectly.

Whenever possible, exercises should be made interesting and free from boredom. Some may take the form of occupational therapy. This is highly desirable, when possible, since it gives the individual the satisfaction of accomplishment aside from the physical benefit he receives. Music lessons, especially vocal lessons, because singers are taught proper breathing and correct posture, are conducive to a good carriage. Instrumental music, if the instructor insists on good posture while at the instrument (and most instructors do because it is more graceful) is also helpful in producing a sense of rhythm and balance that is important in posture.

Only a few of the possibilities for physical education in our schools have been suggested. With a small amount of equipment, such as stall bars, exercise mats, tables, and stools, much more could be done, and in greater variety.

The field of physical education is open for young people who want to build for themselves an interesting pro-

fession. There is great need at present for adequately trained physical therapists. Their richest reward will be in helping to build bodies ("temples") that are mechanically stable because they are properly aligned, efficiently useful because their supporting structures (muscles) are well co-ordinated, durable and long-lived because all parts can work to the best advantage, and beautiful and graceful because they have approached that perfection of construction and functioning which God intended for His children.

¹ Moor, Dail, McFarland, *Physical Therapy* (Stanford University Press, 1944), p. 221.

² F. H. Krusen, *Physical Medicine* (Philadelphia: W. B. Saunders Co., 1941), p. 563.

³ *Ibid.*, pp. 563-567.

⁴ *Ibid.*, pp. 222-232.

⁵⁻¹¹ Moor, Dail, McFarland, *Physical Therapy*, pp. 222-232.

Pupils Are Mirrors

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sure as night follows day. As Christian teachers, we should pray; but to maintain discipline in the classroom something more must be done. Prayer is an act of faith, but "faith without works is dead." Disobedience should always be dealt with calmly, impersonally, impartially, and consistently, with justice to all concerned. Usually before the administration of the penalty the teacher should talk privately with the pupil, discussing the problem, and lead him to see that he deserves the punishment he is about to receive. All hard discipline should be followed by prayer with the pupil. A teacher who is firm and just wins the loyalty and respect of his pupils.

Upon our schools rests the solemn responsibility of preparing workers who will finish the Lord's work. These workers can do their work only if they are taught obedience, loyalty, and orderliness. May the Lord bless our teachers as they work toward this end.

Our Oldest School in Central Africa

Jake R. Siebenlist

PRINCIPAL, SOLUSI
TRAINING SCHOOL

READERS of THE JOURNAL OF TRUE EDUCATION are always interested in the development, growth, daily routine, and future prospects of mission training schools.

To most of you Solusi is not a new field; yet I am sure of your interest in the work that is carried on here. Solusi Training School is located near the center of an 8,000-acre tract of land, about thirty-two miles from Bulawayo, which is one of the largest cities in Southern Rhodesia. The school is situated on top of a series of rolling hills, from which one can see miles and miles of green valleys stretching on endlessly. These valleys are covered not with luxuriant grass but with bushes and other small trees that struggle for existence in a poor, sandy soil. Our campus proper covers perhaps one hundred acres, and the forty to fifty buildings which are spread out over the campus provide homes for staff and students, and classroom accommodations.

We have approximately four hundred and fifty students enrolled for the 1946 school year, and might have had another one to two hundred if we could have accepted all who applied, or if we had made any effort to solicit students. On the opening day many came with their fees in hand, begging to be admitted. They would say, "Surely there is room for just one more," or, "You can surely take just me." But we had to send them away. With aching hearts we told these seekers after truth and knowledge, "Not this year; maybe next year we shall be able to take you in." Some would say, "But this is the second [or third] time you have told us the same thing; when

shall we be able to come?" Even as I write, shortly after the opening of the present school year, letters are coming in daily from boys and girls asking admission for next school year. While still in the States it was difficult for me to visualize the crying need of the mission fields for more schools, more ministers, and more churches. Now, after being here in Southern Rhodesia just one year, I understand more readily the words of our Saviour, "The harvest truly is plenteous, but the laborers are few."

With so many students, and with limited classroom facilities, it is necessary to operate on a double-session schedule. Many of the teachers labor from early morning till late at night to help carry the heavy school program. The two sub-standards, plus the six higher standards, correspond closely to the first eight grades in the States; in addition to which we offer a two-year teacher-training course and a two-year ministerial course.

The teacher-training course aims to provide teachers for the many outlying districts, where groups of believers gather. In many cases these schools are the nucleus around which our churches spring up and grow. Before a student can enter our teacher-training course he must be either a baptized church member or a member of a baptismal class; and he must have finished standard six, which is equivalent to the eighth grade in the States. The professional subjects—principles of education, methods, practice teaching, and school organization—are conducted in harmony with government educational standards, and each

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NEWS from the SCHOOLS

GENERAL FENG YU-HSIANG, one of China's national leaders, has been a distinguished visitor at several of our denominational institutions recently. In early November his party visited the Pacific Union College campus and he spoke at the chapel hour. On this occasion, W. H. Branson, president of the China Division, introduced General Feng, who is himself a Christian. The General appealed to the students to be true Christians and to prepare for lives of service. His contact with Seventh-day Adventist mission work in China created a desire to visit our work in this country. While in Washington, D.C., the party stayed at the Washington Sanitarium and the General spoke to the students of the Theological Seminary and the General Conference workers at a chapel hour. Christmas vacation prevented his speaking to the students at Washington Missionary College, but the General spoke at the Sligo Church on Sabbath.

INTERESTING PROMOTION LEAFLETS have been received telling of the educational expansion program being carried on for Canadian Union College, Oshawa Missionary College, and the new academy at Columbus, Wisconsin, and the Battle Creek (Michigan) Academy.

J. G. MEHLING, JR., formerly of Auburn Academy, joined the business administration staff at Walla Walla College beginning with the winter quarter.

THIRTEEN STUDENTS of Union College were listed by the faculty to appear in *Who's Who Among Students in American Colleges and Universities* for 1946-47. More than 550 universities and colleges will be listed in this issue. Nominations are based upon character, scholarship, leadership, and promise for future service. This listing is an incentive to students and also a medium for personnel selection.

AN ENJOYABLE FEATURE of every Sabbath afternoon at Atlantic Union College is the hymn fest in the academy chapel. The programs are interspersed with impromptu musical numbers by members of the school family.

THE NEW ELEMENTARY SCHOOL in Cortland, New York, is being taught by Mrs. Sue Chopin. This school has been made possible largely through the efforts of Drs. Gibbs and Evans.

THE LARGEST BLOCK of *Signs* subscriptions ever taken was secured at Emmanuel Missionary College last fall by Arthur S. Maxwell. Of the 10,730 subscriptions received at the Sabbath service, almost 8,000 were from the student body. These are being addressed and mailed from the college each week during the school year.

RECENT IMPROVEMENTS AT CEDAR LAKE ACADEMY include a new storeroom adjoining the serving room, the extension of the sidewalk to almost every part of the campus, including the faculty homes, and the addition of a new Model 90 mimeograph for use in the business office and secretarial department.

THE "SPLIT PROGRAM," though not ideal in all its arrangements, is being used by Maplewood Academy to care for its heavy enrollment. Class work starts at seven-fifteen and continues until four o'clock. The distribution of student labor hours throughout the day allows better supervision and greater efficiency in the industries. Inadequate classroom space has made it necessary to divide several large classes, but all have entered heartily into the program that none need be turned away.

THE COLLEGE LITERATURE ASSOCIATION of Pacific Union College mails 3,000 copies of *Signs of the Times* each week and corresponds with interested persons. The association meets in alternating groups each Sabbath morning at the time of the two church services, with H. E. Hein as leader.

THE ELEMENTARY AND INTERMEDIATE SCHOOLS in the Washington Conference were visited recently by J. T. Porter, union educational secretary, and V. R. Jewett, local educational superintendent. Much progress and a fine spirit were in evidence, and the nature pictures shown each evening by Secretary Porter were greatly enjoyed.

THE STUDENT ASSOCIATION at Adelphian Academy sponsored the European Famine Relief Fund just prior to the holidays. Faculty and students gathered in the decorated, candle-lit dining room for the evening meal, which consisted of a bowl of soup and one slice of bread. The regular charge was made for the supper, but the proceeds were given to the fund. Then, instead of the usual exchange of Christmas gifts, each one present placed before the lighted tree an envelope containing his offering. Over \$200 was received.

NEW FACULTY MEMBERS at Emmanuel Missionary College this year are: Paul T. Gibbs, head of the English department, J. T. Hamilton, voice department, C. S. Field, history department, Violet Morgan, English and speech, Vera Fisher, Nurses' Training, R. A. Johnson, dean of men, and A. H. Rulkoetter, dean of the college.

A SCHOOL BUS has been purchased by the Columbus, Ohio, church school. The enrollment has increased from twenty-one last year to forty this year.

A REMOTE-CONTROL PROJECTOR recently installed at Union College by Milton Hare, projects from the rear of a ground-glass "blackboard," while the thirty-foot cord enables the instructor to control the showing of films from any part of the laboratory. Mr. Hare has also installed a four-inch refractor on a tripod mounting, which enables students of astronomy, during the laboratory period, to observe the heavens in addition to making use of a number of celestial spheres and photographic plates.

MEMBERS OF THE GREATER ATLANTIC UNION ALUMNI ASSOCIATION enjoyed a social evening in the college dining room on Saturday, November 30. Over sixty guests were present to greet friends and former classmates. After an informal program of music, readings, and games, simple refreshments were served.

ADDITIONAL WORK FOR STUDENTS is being provided at Cedar Lake Academy in the food factory known as Cedar Lake Foods. This new department was made possible when the Michigan Conference recently leased the former Butler Food Products.

MR. AND MRS. Z. R. BERNTSON, formerly of Spicer College, India, now are administering the Seattle Junior Academy. Their consecration and success are truly appreciated.

THE NEW GYMNASIUM at Atlantic Union College is nearing completion. Radiant heat from pipes placed beneath the floor is being used.

A NUMBER OF ELEMENTARY SCHOOLS in the Southern Union gave Thanksgiving programs to raise funds for school equipment. Some report over \$50 raised in one evening.

SOUND MOTION PICTURES for visual education are adding interest to the church school in Cincinnati, Ohio. Three teachers are employed there this year.

TWENTY-SIX ELEMENTARY AND INTERMEDIATE SCHOOLS are operating this year in the Washington Conference, with a combined staff of forty-one full-time and two part-time teachers, and an enrollment of 596. This represents an increase in enrollment, teachers, and schools.

A PIONEER CHURCH SCHOOL in South Dakota is responsible for added facilities in the church building, including toilets and an enlarged Sabbath school room.

SOUTH HALL, the men's dormitory at Union College, has just been equipped with a complete intercommunication system.

VERNE WALDO THOMPSON has leave of absence this year from Emmanuel Missionary College for graduate study toward his Doctor's degree at the Rochester School of Music, Rochester, New York.

A SPECIAL CHAPEL FEATURE at Pacific Union College is an instrumental or vocal number by a music faculty member or an advanced music student.

SPECIAL EMPHASIS is being placed upon a health, temperance, and physical education program for all elementary and secondary schools in the Lake Union. A committee of five has been authorized to prepare the necessary manuals and outlines, and, through the *Lake Union Herald*, an appeal has been made to parents and institutional leaders to give hearty support to the plan.

A RADIO CLUB, meeting every Saturday evening, is a new and far-reaching extra-curricular activity at Atlantic Union College—far-reaching because the amateur radio station, W2PVD-1, atop West Hall, has contacted four continents, ten countries, and over half of our own states.

THE SPANISH BIBLE SCHOOL was introduced at Union College last year, and is being continued this year. Bible study is carried on entirely in Spanish and is of special benefit to those looking forward to mission service in fields where Spanish is mainly spoken.

RECENT ADDITIONS TO WASHINGTON MISSIONARY COLLEGE faculty include Walter Gibson, formerly of the New Jersey Conference, to teach church polity, problems of religion, and survey of missions; Mrs. T. L. Oswald, freshman composition; and Carol Klooster, piano and marimba. Miss Klooster holds a Master of Music degree from the University of Colorado.

BATTLE CREEK AND DETROIT UNION are planning for new school buildings which will be combined with youth centers. Land has been purchased and money raised for both these projects.

FIFTY TRIPLE-BEAM BALANCES of the latest design have been added to the laboratory of the chemistry department at Union College, Dr. Guy C. Jorgensen announces.

THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION is being offered at Union College this year, with one hundred and thirty students enrolled in the introductory course in Education.

A MEDICAL CADET CORPS is still being maintained at La Sierra Academy, under the leadership of Lieutenant Colonel Lyman Ham. Thirty-eight eleventh- and twelfth-grade boys are enrolled, as well as a few girls who voluntarily entered the corps.

THE MOUNT VERNON (OHIO) ELEMENTARY SCHOOL has spent about \$8,000 in improvements the past two years. A complete waterproof basement provides a playroom and a room for vocational training. Plans are developing for the purchase of a sound motion-picture projector for visual education.

THE PAULIST SODALITY, theology club of Walla Walla College, has recently adopted a club song, music for which was written by Dorothy Tininenko and words by Dean Emeritus Francis M. Burg.

MRS. LUCY TAYLOR WHITNEY, long connected with educational work in our schools, died at the home of her daughter in Angwin, California, October 27, 1946.

ELDER FRANCIS M. BURG, dean emeritus of the school of theology at Walla Walla College, has found it necessary to resign his lecture assignment that he may go to California, where the winters are less severe. He joined the Walla Walla College faculty twenty-four years ago.

NEW EQUIPMENT at Union College includes six pianos and a Hammond organ for the music department; and for the college cafeteria, an automatic dishwashing machine, a steam pressure cooker, and jacket-kettle cooker. A range, bread mixer, and baking oven are due to arrive soon.

MRS. HAROLD LEASE was recently added as a fourth teacher in the normal department at Southern Missionary College.

EIGHTEEN FOREIGN COUNTRIES, Hawaii, and most of the states in the Union are represented in this year's enrollment at Pacific Union College.

THE G. H. BELL CHAPTER of the Teachers of Tomorrow was recently organized at Adelphian Academy, with fifty-four members. A good interest at the first meeting speaks well for the future of the club. Principal V. E. Garber is the sponsor.

A THIRTY-MINUTE MODEL BIBLE SCHOOL was given before the language instructors' division of the Nebraska State Teachers' Association meeting recently held in Lincoln. Pearl L. Hall, professor of Spanish at Union College, supervised the eight members of the Spanish Bible school who gave the demonstration.

THE SPIRIT OF MISSIONS is still alive in our colleges. W. H. Anderson recently spent a week at Emmanuel Missionary College in the interest of missions, and at the close of his final service the entire student body and faculty rose in response to his call for consecration to mission work.

LA SIERRA COLLEGE is following the plan this year of conducting its own Sabbath school, with student officers and teachers. The community members meet for their Sabbath school in College Hall.

TWO NEW FACULTY HOMES at Adelphian Academy are being occupied, and a third is nearing completion. This will shortly release the former "Faculty Home" for a girls' dormitory annex, where twenty-five more girls may be accommodated.

NEW CHURCH SCHOOLS for 1946-47 in Michigan are Adrian Union, Bridgeman, Grand Ledge, Irons, and Shelby. The opening of these schools was made possible through the efforts of former public school teachers and mothers. A new building is being erected for the Grand Ledge school.

THE CARPENTRY CLASS of La Sierra College has as this year's project the building of a two-bedroom house. The teacher, A. L. Toews, hopes the project may be completed by the end of this school year.

WILLIAM FAGAL, an alumnus of Atlantic Union College, returned to his Alma Mater and conducted a most effective Week of Prayer during the week of November 10-16. A baptismal class of eleven members was begun.

ELEMENTARY SCHOOL TEACHERS from Kansas, Nebraska, and Wyoming, met in institute at the College View (Nebraska) church November 25-26. L. R. Rasmussen, associate secretary of the General Conference Department of Education, and G. R. Fattic, educational secretary of the Central Union, were in attendance.

UNION COLLEGE was host to a council of farm superintendents, matrons, and home economics teachers representing academies and colleges of the Central West, Southwest, New York, and New England, December 2-4. G. R. Fattic was chairman. Representatives of the United States Department of Agriculture and the University of Nebraska met with the group, as did Dr. E. A. Sutherland, secretary for the North American Commission for Self-Supporting Missionary Work.

SIX CHURCH SCHOOLS that had to be closed during the war years are reopening in the Colorado Conference. Two of their present schools are each adding an extra teacher.

CONSTRUCTION ON SITTNER HALL, the new men's dormitory at Walla Walla College, is progressing. Two floors in the north wing are now occupied, with the plastering complete on the third floor. When finished, the dormitory will house 306 men.

THE LARGEST SENIOR CLASS at Union College since 1922 was presented by Dean Ogden at the College View Church, December 16. President Woods received the members one by one.

THE GEORGIA-CUMBERLAND CONFERENCE has hired its fortieth teacher, a gain of eleven over last year. There are also six more elementary schools, and there is a gain of ninety in the total enrollment.

GIVING IS A PART OF CHRISTIAN EDUCATION. Students at Emmanuel Missionary College responded with more than \$2,000 for Week of Sacrifice Offering, and \$1,200 for European Famine Relief.

SOUTH LANCASTER ACADEMY launched a campaign to raise funds for Famine Relief, through personal contribution, solicitation, and work. All classes were dismissed on December 12 that students might work in the industries and contribute the money thus earned. Money is still coming in to bring the total nearer the \$1,000 mark, which the students set as their goal.

THE COLLEGEDALE POULTRY INDUSTRY, under the direction of John Pierson, has a flock of 2,200 hens and pullets. The daily output of eggs is about 1,200. The college dairy herd has now grown to 180 head, with the purchase of an entire independent Chattanooga dairy. This alleviates the local shortage of milk products.

D. A. DELAFIELD, of the Voice of Prophecy, conducted the Week of Prayer at La Sierra College. Music was furnished during the week by two members of the King's Heralds quartet, and H. M. S. Richards and the entire group were present the last Sabbath.

CROWDED CONDITIONS at Walla Walla College necessitate the holding of two preaching services on Sabbath. Resident members meet in the church with Elder I. M. Burke as pastor, while the college family meets in Columbia auditorium, with Dr. V. E. Hendershot, assistant pastor.

ELDER AND MRS. HERBERT A. HANSON were recent visitors at Union College. Five of the twelve years spent in mission work in Ethiopia found Mrs. Hanson director of the royal household there, and she told the students of many interesting experiences in that country.

INGATHERING FIELD DAY at Emmanuel Missionary College brought in \$6,031. This was double the amount raised in 1945.

A FINE RECREATION HALL is nearing completion on the grounds of the Tacoma, Washington, intermediate school. This provides suitable space for play on rainy days, as well as for the social activities of the Tacoma youth.

ATLANTA (GEORGIA) UNION ACADEMY is having a successful year under W. E. Rust and his associates, E. G. Wrigley, Mildred Thompson, and Mrs. Harry Duff. The recent opening of a cafeteria at the school makes possible a warm noon meal.

THE HIGHEST NUMBER OF SUBSCRIPTIONS ever received for the *Sligonian*, Washington Missionary College paper, was 3,900, received in the last campaign. The Tacoma Academy Globe has a circulation of about 2,300.

THE SCHOOL AT SAN ANDREAS, CALIFORNIA, has recently moved into the new modern two-room building. Radiant heat from hot water pipes running through the floor has been installed. A layer of aqua tile has been laid over the cement, making a very successful floor covering. The school board erected a teacher's cottage near the school. This addition is very convenient and makes a complete school plant.

THIRTY "FOREIGN" STUDENTS are enrolled in Atlantic Union College and South Lancaster Academy this year, twenty in the college and ten in the academy. These students come from Canada, Newfoundland, British West Indies, South America, Belgium, and Bermuda.

THE SOUTHAMPTON, BERMUDA, ELEMENTARY SCHOOL opened with an enrollment of twenty-three, and other students are coming. The church has undertaken an enlargement program to provide the needed space which will benefit both the elementary school and the Sabbath school. The teacher, Adrian F. Simons, received his training at the West Indian Training College in Jamaica and had the privilege of summer school work at Atlantic Union College last year.

THE NORMAN WILES JUNIOR ACADEMY, Des Moines, Iowa, has been extensively redecorated in a pleasing color arrangement. Fifty-nine are in attendance. The Des Moines church also operates a community elementary school a short distance from the city, with seventeen in attendance.

THE BOARD OF GOLDEN GATE ACADEMY recently purchased twelve acres of land as a new site for the academy where a modern school building will be erected in a rural setting.

STUDENTS AND FACULTY of Atlantic Union College and South Lancaster Academy solicited over \$6,238 during the annual Ingathering Campaign.

LA SIERRA COLLEGE students contributed \$633.27 for Famine Relief in addition to a number of pledges which were made.

THE NORTHERN CALIFORNIA, CENTRAL CALIFORNIA, AND NEVADA-UTAH CONFERENCES recently conducted a very interesting and successful teachers' institute at Pacific Union College. More than one hundred and fifty teachers from the three conferences were present. High lights of the three-day gathering were the inspiring devotional hours, actual classroom demonstrations, the teachers' round table, where beginning teachers presented their problems and experienced teachers answered, instruction in the use of audio-visual equipment, and the Teachers of Tomorrow Dinner, at which the teachers and educational workers joined in fellowship with the Teachers of Tomorrow. Dr. A. L. Bietz of the College of Medical Evangelists was the guest speaker. All felt that this was a most practical and inspiring institute.

Our Oldest School in Central Africa

Continued from page 21

prospective teacher must pass a government-standardized test in these professional subjects. Other classes are designed to fit the student to be a religious, vocational, and social leader as well as teacher in the community where he will work. We speak of these young workers as teacher-evangelists, and many of them look forward to the time when they can be full-fledged evangelists or ministers, for it is from among them that our future ministers and other workers will be chosen. The maximum enrollment in our teacher-training course is fifty, but we could have two or three times as many if only we could accommodate them. A letter just received from the principal of one of our other schools asks how many of his thirty-five standard-six students we can take next year, for most of them want to come on to Solusi for higher education. A similar letter comes from still another school. Besides these outside prospects for next year, we have sixty-five standard-six students right here. Yet of all these prospects we shall at best be able to take only twenty-five.

In our ministerial course we have older men who have had years of experience out in the field, and who come in to take what might be considered a refresher course. Some have passed only standard two or three; some can hardly speak or write the English language; but their hearts are aglow with the gospel message, and many of them have had wonderful soul-saving experiences. When they find the schoolwork difficult, perhaps at times almost too much so because of their limited educational background, they say to me "Mfundis [teacher], we try, and we want you to show us how to learn or how to do things." The sincerity and earnestness of these fellow workers touches our hearts and gives us courage to press on.

L. MARK HAMILTON of the history department is serving as dean of Pacific Union College during the winter quarter, while Dean Charles E. Weniger is teaching at Hawaiian Mission Academy.

MRS. ANNE D. DUNN, instructor in home economics at Union College, had the privilege of attending the Province Workshop at the University of Nebraska, with the three officers from the college home economics club. Representatives were present from Oklahoma, Kansas, Missouri, and Nebraska.

PILI ALOHA I HAWAII is the name of the Hawaiian club organized by island students at Pacific Union College. The membership of forty includes several college teachers who have served at Hawaiian Mission Academy.

DR. H. G. REINMUTH, head of the department of modern languages at Union College, is on leave of absence until September, 1947, serving on a Government assignment as textbook expert in Germany. Mrs. Reinmuth has gone to join her husband in Berlin.

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THE GEM STATE ACADEMY, Caldwell, Idaho, is meeting its increased enrollment problem by having morning classes for the juniors and freshmen, and afternoon classes for the seniors and sophomores. To care for the additional faculty members, a new home was built and a new four-room apartment provided.

What Kind of Music Do I Appreciate?

Continued from page 13

and determination on our part. Unless we try whole-wheat bread, and give ourselves time to develop a liking for it, we shall never acquire this taste. So we must begin to read the poetry of Tennyson, we must take time to look at the master paintings, and we must listen to the music of the masters, if we would learn to enjoy these better works of art.

When we are willing to make this adventure in good music, we shall find the result highly rewarding. "O taste and see that the Lord is good" (Ps. 34:8), applies not only to spiritual experience but everything that is good in life. Being satisfied with the things we already like will never mean growth. This is as true in music enjoyment as in any other phase of our experience.

The average radio program will never improve our taste in music. In fact, much of the radio music is definitely harmful to our progress, because it makes no appeal to our better thinking or to our refined emotions. We are in danger today of being flooded with the mediocre in reading, in music, in social standards, and in all our thinking. This is the greatest enemy of the best, because it keeps us from contacting the best.

When we are in the hearing of acknowledged masterpieces of music, it is we, the listeners, who are on trial, not the music! The masters—Bach, Brahms, Schubert, Mozart, and the others—do not need to be defended; their place is secure. The question is, What is our attitude toward them and their music?

Our Educational Work in Australia

Continued from page 17

Australasian Union Conference rests the responsibility of carrying the third angel's message to the islands of the Pacific." This message has inspired thousands of young people who have passed through our schools and colleges.

Our educational work in Australia has been blessed not only by the personal presence and leadership of Mrs. White in its initial stages, but through the intervening years such leaders from this country as Professors C. B. Hughes, C. W. Irwin, B. F. Machlan, W. W. Prescott, Lynn Wood, E. E. Cossentine, and H. K. Martin have at different periods served as principal of our college at Avondale. These brethren have served Australia well, for they have not only kept our educational system from becoming national in its outlook but given it that distinct Adventist mold so imperative if our schools are to meet the need of the hour and fulfill the purpose for which they were established.

W. G. C. Murdoch, who for a number of years has led out in our educational work in England, is now assuming the principalship of Australasian Missionary College, and George W. Greer, so well known in this country, is to have charge of the music department.

The thousands of young people in our schools scattered throughout the Australasian field study and work on, because they know that they are a part of the mighty student body of Adventist youth in the great world field, all welded together by the same dynamic message. Let us intensify our training and grip more firmly the hand of our Master as we prepare for the consummation of this message and the hour of final and eternal triumph.

¹ *Union Conference Record*, July 28, 1899.

² Ellen G. White, *Education*, p. 13.

Influence of Food on Mentality

Continued from page 15

"Physicians presumably will continue to advise against the use of sugar between meals. Such advice should logically apply to the consumption of sweetened beverages as well as to the use of candy. Like-wise action may be taken, as has been done with alcoholic drinks, to control the advertising of products, like candy and soft drinks, which tend to be used excessively by many persons to the detriment of health. There is merit also to the suggestion . . . that attempts be made through school boards to place a zone around school buildings in which the sale of candy and soft drinks would be prohibited."¹

The concluding opinion on the use of excessive amounts of sugar as given by the Council on Foods and Nutrition is startling:

"From the health point of view it is desirable especially to have restriction of such use of sugar as is represented by consumption of sweetened carbonated beverages and forms of candy which are of low nutritional value. The Council believes it would be in the interest of the public health for all practical means to be taken to limit consumption of sugar in any form in which it fails to be combined with significant proportions of other foods of high nutritive quality."²

Now that we have these facts before us, should we not set about to improve the food supplied to our children at home, in the lunch box, and at our school cafeterias?

When we come right down to what is actually being served in our cafeterias, we may be surprised to learn that we are doing more than our share to keep up the sugar consumption. Is it right for us to allow children to take one or two, even three desserts as they march around to select their food? Can we afford to make our cafeterias "pay" by selling candy,

chocolate ices, and the like, indiscriminately, at the expense of our children's health? especially when it means making them more irritable, more nervous, more susceptible to disease? Are we interested in balancing the budget or the diet?

We need to take stock. Are we practicing in the home, in the school, and at the lunch counter true healthful living?

¹ *Los Angeles School Journal*, Feb. 19, 1945, p. 18.

² *Ibid.*, p. 19.

³ *Ibid.*, pp. 18, 19.

⁴ *The Journal of the American Medical Association*, Nov. 7, 1942, pp. 763, 765.

⁵ *Ibid.*, p. 765.

⁶ *Ibid.*

THE ASSOCIATED STUDENTS OF WALLA WALLA COLLEGE made a Christmas gift of \$1,175 to the Instituto Adventista di Cultura Biblica in Florence, Italy, to assist in building their new school building. Of this amount the student body voted \$500 from their treasury; the balance was given in personal offerings by the students as they marched around the Christmas tree before leaving for their vacation.

UNION COLLEGE has established a psychology laboratory to assist faculty advisors in their counseling problems and vocation selection for students. It will also serve as a workshop for the courses in Tests and Measurements and Orientation.

INGATHERING AT GEM STATE ACADEMY brought in almost \$540.

LA SIERRA COLLEGE was granted accreditation for the full four years of college work from the Northwest Association of Secondary and Higher Schools at the meeting held in Eugene, Oregon, December 4-6.

THE HEALTH SERVICE DEPARTMENT is benefiting students and members of the faculty and staff of Atlantic Union College and South Lancaster Academy. All students were given physical examinations at the beginning of the school year, and those having health problems are given further examinations at regular intervals as the case demands. Free smallpox vaccinations and Wasserman tests have been given to all students. Over one thousand tuberculosis X-ray films have been ordered, and, in the near future, students, faculty and staff members and their families will be X-rayed.

The Organization and Administration of the Academy Library

Continued from page 11

library near by. There you may browse around, examine displays of books and other materials, and check out books which you wish to examine more closely. You will also find in your public library standard book lists, some of which, together with many other bibliographies, may be secured free or for a small price.

In addition to the basic book collection, no library is complete without current magazines. An academy library should have a minimum of five or ten good magazines, besides denominational periodicals. This statement does not indicate that more magazines are unnecessary, for the academy library that is currently receiving twenty-five or thirty magazines is better prepared to serve its students. Much information suitable for speeches and themes, as well as the help students receive in learning what and how to read, may be secured from magazines.

In the educational world today audio-visual materials are being used a great deal to impress more vividly the minds of the students. Educational films, phonograph records, pictures, maps, pamphlets, objects and specimens, posters, and lantern slides can all be used in the classroom. The library can well serve as a medium of acquisition and distribution.

Sensing the importance of the secondary school library as a teaching and learning center for young people, shall we not take inventory of our individual schools? Do you really have a part-time librarian? or does she have so many other tasks she has no time for the library? Do you have adequate library facilities? Do you have sufficient books, magazines, and other materials to meet the needs of your students? Are you instilling in the minds of your students principles of good reading? Do you, as principal or teacher,

encourage and assist the librarian in her efforts to build up the library, and do you foster a spirit of co-operation among the faculty, and lend your suggestions and influence for library betterment?

An affirmative answer to the above questions will indicate that your academy library is equipped to serve your students effectively, and that those students will receive the guidance which will make them better students, better Christians, better men and women, better citizens.

Where does YOUR academy stand?

¹ North Central Association of Colleges and Secondary Schools, "Proceedings of the commission of secondary schools. Policies, regulations, and criteria for the approval of secondary schools," *North Central Association Quarterly*, XVII (July, 1942), p. 82.

² Frances L. Spain, "The application of school-library standards," *The Library in General Education*, Forty-second yearbook for the National Society for the Study of Education, Part II (Chicago: Department of Education, University of Chicago, 1943), p. 282.

³ *Ibid.*, pp. 276-280.

True Education

Continued from page 5

refuse to acknowledge the law of God. In so doing they make themselves accountable for the sins that destroyed the inhabitants of the old world by a flood, that brought fire and brimstone upon Sodom, and that destroyed the Jewish nation. Shall those to whom God has given wonderful opportunities and great light follow in the tread of those who rejected light to their ruin? Shall those to whom God has entrusted wonderful truth remain on the low level of the teachers of this generation?

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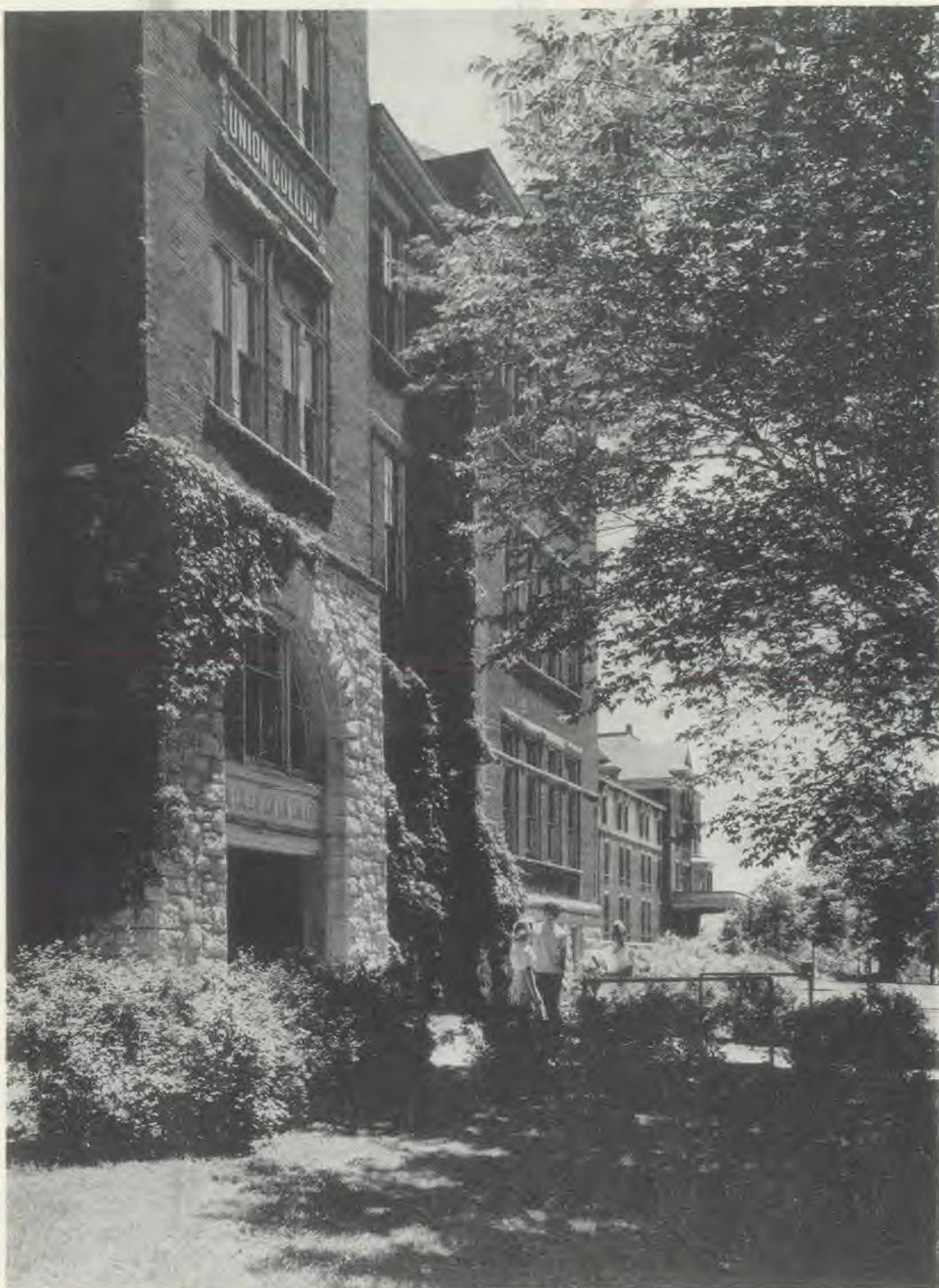
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