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# The JOURNAL of TRUE Education

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## CONTENTS

Cover Photograph <i>By Harold L. Phillips</i>	
Bringing Christ Into the Classroom <i>By Margaret Benedict</i> .....	Page 4
Providing for Individual Differences <i>By L. N. Holm</i> .....	6
When to Teach Phonics <i>By Julia Bickford</i> .....	10
Better Training for Better Secretaries <i>By Mildred Lee Johnson</i> .....	12
Goals for the Academy <i>By L. R. Rasmussen</i> .....	15
The Construction and Use of College Syllabi <i>By G. E. Shankel</i> .....	16
Why Wait for Equipment Appropriations? <i>By Mrs. H. A. Weaver</i> .....	18
Two Educational Councils <i>By Keld J. Reynolds</i> .....	20
School News .....	22

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**W**HY don't these educators come down out of their ivory tower?" Sometimes in sharp criticism, and sometimes in amused exasperation, this question is asked by those who like to hear themselves called down-to-earth, practical men.

What do they mean? Usually they mean that something is omitted from the curriculum which they think should be there, or something is in the curriculum that they think should be omitted. Sometimes they mean that they do not follow the reasoning of those who are trained to form their conclusions on a wide base instead of on a few personal experiences.

In any case, their criticism implies that educators are not in touch with the facts, conditions, and problems of life. It implies, also, that being out of touch with life, they are not equipped to prepare the younger generation for the strains and responsibilities of adult living.

The fact of the matter is that no teacher is a safe guide and companion of the young who does not have an ivory tower to which he frequently goes.

We grant that it is the business of the teacher to assist in every possible way the preparation of the younger generation for living. We also grant the value of information and skills, both practical and academic. But we would not be true to the calling of the Christian teacher if we did not assert that above information and skill we must place judgment; above mere intellectual judgment we must place moral self-discipline; and above sound morals we must place Christian character. Godliness, godlikeness, is the goal; for teachers first, then for their students.

The true Christian teacher must be a sort of seer if he is to meet the obligations of his profession. Beyond the faltering child and behind the mask of the brash adolescent he must be able to see the adult who is to be, and he must be able

to help the student to see his own good potentialities. In the sinner he must be able to see the Christian in whom the image of God has been restored, and he must be able to help the sinner to see the new man he may become.

Out of the conflicting currents of contemporary life the teacher must find meaning and a pattern harmonizing with God's eternal plan. Out of the rich and varied curriculum of today he must select for emphasis and application those elements which will equip the student for a useful, rich, significant, and godly life. The eternal verities of God's Word he must translate into a pattern of daily living, and for his pupils he must make this interpretation valid and convincing.

He is expected to be practical without becoming mercenary, intellectual without becoming pedantic, positive without being pontifical; and he must be godly in a simple, winning sort of way.

This calls for a degree of reflection, of weighing values, of analysis, and a long view, beyond the requirements of most professions. The teacher must be able to resist changes having nothing to justify them except their newness, and must, at the same time, have the courage to scrap the old when it has nothing but its age to support it. In all this his judgments and his decisions not only affect the course of his own life but also to a large extent shape the life pattern and eternal destiny of his students; and through his students he influences the course of denominational work.

More than most professions, that of the teacher demands a degree of detachment from the turmoil of life, much reflection, much study of the Word of God, and much prayer. He needs his ivory tower. Much of the significance of the teaching profession derives from the use of it. Let him have it.

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# Bringing Christ Into the Classroom

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Margaret Benedict

ELEMENTARY TEACHER  
ANN ARBOR, MICHIGAN

**BY** WHAT means does Christ dwell with us today? Through His Holy Spirit, who dwells in men's hearts. He walks the earth in and through His consecrated followers. His Spirit and teachings, His acts of mercy and love are manifested in the spirit and acts of men fully devoted to representing Him to others. They emanate the Spirit of Christ as they go about their daily duties, and thus bring Christ to others.

"But," you say, "that is rather a vague and general statement of the way Christ is brought to others. I want some specific means, as specific as the method for teaching reading."

I may be able to help you to something more specific than the introductory sentences would seem to indicate, but I cannot promise to reduce it to a "rule of three." Literature is taught by the personal interest and feeling which the teacher emanates even more than by the facts he understands and presents. To speak tritely, it is more easily caught than taught. So it is with true Christlikeness.

The first and most important requirement for the soul-winning teacher is to have been won himself. After a thorough conversion a continuous seeking for a closer walk, a more personal and intimate communion, a better acquaintance with Christ Himself is essential. We can give to others only that which we ourselves possess. This is a serious responsibility and a high privilege.

Our first business is to keep our own spiritual house in order, not spasmodically or incidentally, but regularly and earnestly. The earliest part of the day is best for this. You know from personal experience that delayed worship is almost

always neglected worship, or at least it is hasty. No other duty is important enough to displace the spiritual opening for the day. The mind is clear, the multitudinous cares have not had opportunity to press in, the household is still reasonably quiet. It is the perfect time to seek to learn God's will for us that day, to place ourselves in His hands, to ask for strength and wisdom for that day's task. As important as breakfast is to me, this spiritual refreshment is more necessary, more refreshing, and more invigorating. If you have not formed this habit, do so. You will be richly rewarded. By noon you will be eager for an opportunity to return to the place of prayer, if only for a moment. You have kept in close touch all morning by many a silent prayer of praise or request.

Now, how else shall we teach our students to dwell with Christ? The elementary teacher has a golden opportunity in the daily devotional exercise at the opening of school. There is always a verse of Scripture, prescribed by the Morning Watch if appropriate, or chosen by the teacher to fit the theme for that day. An object lesson, a story to illustrate a desired lesson, a straightforward talk on an issue to be settled in the school, a series of talks on last movements before Christ's coming and our personal relation to them—these and many more ways may be used to give the morning devotional period a strong spiritual tone to influence the day.

Where can materials be obtained for these talks? You are familiar with numerous books that are helpful. You read the *Review*, you listen to sermons and stories at camp meeting and other special meet-

ings, and you have a fund of personal experiences in addition to the inspiration of the need before you. That need alone often brings to your mind an effective sequence of thoughts from the Bible and other sources mentioned.

The children should occasionally contribute to the morning exercises by bringing some interesting item from nature, a poem, song, or story.

Let us not neglect singing—not just choruses and the more popular, somewhat noisy gospel songs, though these have their proper place. Learn a few hymns of worship that carry a personal message, and the effect will be good. In different places Ellen G. White mentions the value of singing to draw teachers and students together, to cheer the heart and lighten the burdens. Good music refines and elevates.

Prayer bands, as a regular school exercise, are helpful and necessary. A step further than that is still more helpful. Volunteer prayer bands have been carried on with success. These usually meet one afternoon each week after school is dismissed. Details would need to be worked out according to the individual situation. We conducted a successful volunteer prayer band after dismissal on Fridays. If parents were waiting for children who wished to stay, the parents were invited to join the group, and often did so gladly. Very little time was spent in talking. One helpful thought was presented in about two minutes; then the rest of the time was spent in prayer. Our prayers were not all requests, but included praise. We had occasion from time to time to praise the Lord for an answer to some special prayer of ours.

Here, too, is an opportunity to help students with their individual problems. One troubled eighth-grade girl says, "Miss T., I want to be baptized, but I'm not ready." Her face is troubled, but she looks with confidence to the teacher to point the way.

A worried mother brings her problem

to the teacher. Her little girl is in church school for the first time. The daddy is not a Christian. "Jane can't sleep until long after she retires. She cries easily, and has a pathetic expression," says the mother.

The teacher recognizes that this child is unusually sensitive and has become worried over her father's unsaved condition. A personal Bible study on God's promises to save and His power to do so, His willingness to answer prayers for the salvation of our dear ones, puts the child's mind at peace. It is all that is needed to remove the nervous tension.

A lesson on the work of the Holy Spirit rouses one boy's conscience until he cannot sleep all night. By morning he is only too glad to find relief in the confession of his sin to God and to his mother.

A group of boys need their morals bolstered up. The lady teacher is hesitant about doing that, so she asks the church elder, the fathers of the boys, and even the educational superintendent to perform that duty. After they all refuse she decides to talk to them herself. After some prayerful study she presents the Bible principles of purity and the results of immorality. The prayer that follows from each boy is penitent and tearful. The situation is greatly helped.

Another problem of longer duration came to my attention and was solved only as the result of constant, earnest, secret prayer. The Browns and the Joneses were in outstanding contrast. The Browns were economically secure, intelligent, and refined. The Joneses were poor, common, honest, and of average intelligence, except for Jane, who was slightly below average. The Browns chose to ignore Jane and exclude her from their games at school and their social life generally, even though Mary Brown was in the same grade with her. Mrs. Brown interviewed the new teacher tactfully. Something seemed a little awry in Mrs. B's attitude and reasoning.

*Please turn to page 19*

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## Providing for Individual Differences

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*L. N. Holm*

PRESIDENT  
ATLANTIC UNION COLLEGE

**I**N A democracy where all the people unite their interests and efforts in developing and supporting a school system to care for all its young people, society has a right to expect that the educational facilities developed shall be adequate and the organization of the school and its methods such as will provide for the usual range of individual differences among children.

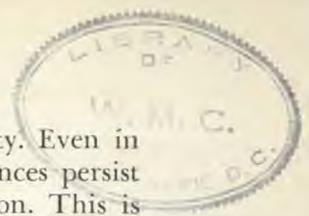
It can hardly be expected that the rank and file of individuals who make up society will be as sensitive to this problem as will educators. They do not recognize the impact either on the child or on themselves. They have not sensed that the failure of a child to feel that he is an important part of his home, school, church, and community has serious consequences for him, and that these misfits in society are the cause of a large share of its problems. Every individual needs to feel that he is somebody, and that he can do something, both for himself and as a contributor to his social group. The schools have a responsibility to help every child make this adjustment.

Most people have come to think of schools in terms of preparation for special phases of individual life. Important as these may be, the major function of the school is to turn out individuals who are internally well balanced and prepared to meet the external demands of life with effectiveness and integrity. How can this be done? As a first step, recognition or finding of the problems is necessary; and when this has been done, a solution also must be found.

There is abundant evidence from observation that some persons have by nature most unusual abilities, and contrari-

wise, some are very lacking in abilities that for the most part are quite common. It has been found, too, that very many of these shortages persist all through life regardless of efforts to eliminate them, and that the individual's progress in certain directions is limited by native incapacity. The program of intelligence testing started by Alfred Binet of Paris, France, and continued by Dr. Théodore Simon and others, has tended to establish this fact, and very many educators, perhaps most of them, recognize that there is a potential level of intelligence above which the level of learning will not rise. There are also other problems that show up, some due to specific hereditary causes such as color blindness, and others are simply physical defects from birth. There are eye defects such as near- and farsightedness, speech difficulties, respiratory difficulties, left-handedness, and many other defects. Some of these can be corrected or adjusted by medical attention. Many of them cannot, and become genuine handicaps to the child, especially if they are not handled intelligently.

Problems of intelligence and individual differences surround the growth factor. Study of this problem shows that growth proceeds at different rates for the two sexes. The maximum adolescent rate of growth for girls is reached at 12-14 years as compared with boys at 14-16 years. At 12-14 years girls are heavier and taller than boys of corresponding ages. With girls, adult leveling off in growth comes at about 17 years of age. With boys, adult leveling off in growth comes at about 19 years of age. Since there appears to be a definite correlation between



physical and mental maturity, we can understand why girls in the elementary school show more ability than boys of the same ages. Also, children do not all mature mentally at the same rate, and there is the problem of learning "readiness." This difference in physical and mental maturity is often the cause of incompatibility between boys and girls in the grade school, resulting in various types of social problems that are reflected in intellectual accomplishment.

It would appear that bodily conditions greatly modify, limit, and determine mental functioning. This is a factor that must be considered in the study of educating children with individual differences. Reference has already been made to certain defects that the child has at birth, but there are many that develop later through illness, accident, unsatisfactory living conditions, and many other things. Most obvious of the difficulties which affect schoolwork are sensory handicaps, and of these the most frequent are visual. Common also are deafness, speech defects, chronic ailments of the mouth, nose, and throat, deformities due to illness, malnutrition, psychological recovery after illness, nervous diseases, and so forth. It is estimated that about two thirds of all school children have some more-or-less serious physical defect.

Very many children have problems of environment that affect their learning possibilities. So much is this true that there is something of a quarrel among educators of considerable note over whether the intelligence quotient of children can be measured. No one would question that the cultural and economic background of many children is such as to affect their development adversely. Children of impoverished families are often greatly handicapped for lack of experiences that lead to intellectual development. These children come to school with lean vocabularies, very little understanding of factual relationships,

and almost no social maturity. Even in the high school these differences persist in a type of class stratification. This is shown by the fact that children of underprivileged families tend to be "frozen out" because the going is tough. The expense of attending school may lead the boy or girl to feel that he must work to help his parents. Because of his social status, he does not enjoy equal participation in extracurricular activities. There is not the social pressure that exists with the more privileged group. Finally, it is quite often the case that his vocational aspirations are not premised upon a high school education. All these factors tend to eliminate him from the high school and to perpetuate an underprivileged class.

Poor educational procedure or a lack of corrective procedure may also be responsible for individual handicaps. A classic example of this is in reading. The great variation in reading methods and reading abilities exhibited by students in the upper grades is directly traceable to the fact that schools usually discontinue the teaching of reading after training in the rudiments. Many secondary schools give no special training in reading. As a result, individuals go through life without realizing that there are different kinds of reading appropriate to particular situations. Many children also develop very poor reading habits, which result in slow speed and comprehension, and consequently they are seriously handicapped in continuing their education or in meeting life's situations.

#### What Can Be Done About These Problems?

In the elementary and grade school considerable study has been given to a solution of these problems and the schools have made definite attempts at solution, some of them going to what has been regarded by many educators as extreme.

From 1920 to 1930 there was a movement for individual instruction in school

classrooms that developed considerable proportions. The program was led by Preston W. Search. In 1888 he established the individual-instruction plan in Pueblo, Colorado. This was the beginning of the Individual Instruction Movement. In 1917 Frederic L. Burk, president of the San Francisco State Normal School, with his faculty, developed specific techniques for teaching various school subjects individually to pupils in a class group. When Carleton W. Washburn, a member of Burk's faculty, came to Winnetka, Illinois, in 1919, he and his faculty instituted the plan there. They improved and publicized the system, which was taken up by many other schools and was known as the Winnetka Plan. Other plans for individualized instruction were developed in different places. There were the Batavia Plan, the Detroit Plan, and many others.

The plan for individual instruction lost favor with the coming of a new plan known as the "Activity Plan," which advocated broad units of work and integrated courses of study. This plan also called for individual instruction but claimed that the solution rested in the hands of the teacher who could adapt the unit of work to the varying abilities and interests of the members of the group.

A plan being tried out at the present time in Albany, New York, is the "Continuous Progress Plan." It is based on the thesis that children do not progress in a series of "hurdles." Policies in promotion are governed by the fact that *all* children are different. They differ in social and emotional development, in chronological age, in mental age, and in progress in acquiring skills. Being different, some will be best cared for by remaining in the elementary school longer than others. Grade standards in terms of skill subjects are abandoned. The curriculum is developed continuously, and each child progresses through it at his optimum rate. Adjustments from

group to group and from grade to grade are a continuous process, and not solely a year-end consideration. Acceleration or double promotion is seldom used. Special classes are provided for the mentally subnormal and for the physically handicapped. Promotion is made, not in terms of a set curriculum, but rather in terms of the developmental needs of the child. The length of time that a child spends is determined in the light of his chronological age, mental age, achievement, physical development, and social and emotional maturity. Methods of reporting to parents, and techniques for enlisting parental understanding and cooperation with the program will be carefully revised and developed in the light of these newer emphases in pupil progress.

Above the elementary school the elective system adopted by most high schools has greatly improved the situation with regard to the individual differences of those who attend. Educators have recognized the need of flexibility in methods and materials in education to bring to as high a level as possible personalities of various kinds and grades of ability. Schools must try to understand heredity and its limitations and possibilities, and to adopt methods which will utilize whatever heredity provides. Mental development must come by starting the child along the lines in which he has at least some natural ability. The more a child is moved up along the line of his ability, the more likely he is to make some progress also along lines in which he has less aptitude. As the child moves up in things that he can do, he gathers strength and courage with which to attack the less likely possibilities; and even though his success is mediocre or none at all, he tends to maintain his poise because he is not a failure in everything.

Many educators look with considerable anxiety and apprehension upon the extremes in educational practice which cause educators to abandon the tried

methods of school organization and administration for something that is entirely new. The result often is a devitalizing of the education it provides. The lack of knowledge of what may be regarded as essentials, as found among men in the U.S. Army of World War II, has tended to increase these feelings. The trend toward informality of instruction, toward relaxation of discipline, and toward a very wide range of variety in curriculum seems to have gone too far.

They have questioned whether there may not be danger that in trying to meet the problems of the individual student we shall lose the ground that we have gained. Is there not danger that in gaining something for the student who is definitely a misfit and of whom the percentage is rather small, we shall lose much that we have gained in organized education? The fact that unorganized, unsystematic, lifelike experiences are inadequate for educational purposes makes schools necessary. The schools should be lifelike as far as is consistent with organized learning, but they must also pulsate with vitality. Theirs is the task of helping young people master the tools of civilization.

A new organization has recently arisen, called "Education for Freedom, Inc.," that has for its chief objective the restoration of emphasis on the essentials in the nation's schools. It would hold all normal children to a reasonable standard of accomplishment. The organization would place emphasis on the 3 R's as well as American history, grammar, and rhetoric. It believes that children should be trained to guide their lives by "*thinking* instead of *feeling*." It contends that all persons, save those of below-normal intelligence, can and should be held to definite standards of achievement.

Is it possible, too, that we have overworked the success complex? Must a child never be faced in school with failure, as some would say? If the schools are to be lifelike, certainly there is competition

and success and failure, and one must seek success in some avenue in which he has capacity. Every man and woman must at some time learn to evaluate himself. Should not the child learn to evaluate himself? If he cannot read or cipher as well as others, he ought to know it. If he lacks capacity to do much about it, he will have to live with it all his days. As teachers and parents, however, we should not add to his discouragement by pressure to progress beyond his capacity. Instead, we should endeavor to provide avenues of expression in which he can succeed and for which he can receive recognition.

In the midst of such a variety of opinion it is difficult to know what is best. There are undoubtedly many things that can and should be done, regardless of the type of school organization. Every school must take cognizance of children's problems and handicaps and needs. To accomplish this, more attention must be given to a program of guidance that seeks a fairly detailed acquaintance with every child and that will spare no pains to get the information needed. It is the business of the school to try to find out, and to try to help each pupil find out, what he is best fitted to do; what are his or her limitations and possibilities, and how the latter can be developed; and if the teacher fails in his first efforts, he must try and keep trying again in other ways, till he finds what is best and then do this in the best way that he can. In the program of guidance parents often need help as much as the children. Many parents want their children to do things for which they have very little aptitude. Teachers will need to help parents to see that we must take children as they are, and not as we should like to have them. Many children are handicapped from the day of their birth by cut-and-dried plans for their future development. Under the guidance program attention will also be given to emotional problems. Teachers

*Please turn to page 28*

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## When to Teach Phonics

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*Julia Bickford*

ELEMENTARY TEACHER  
LEWISTON, MAINE

**I**N THE multigraded church school it is often a problem to decide what subjects and phases of subjects should be stressed and what may be cut to a minimum. All too often phonics receive the latter treatment.

"Students who expect to become workers in the cause of God should be trained to speak in a clear, straightforward manner, else they will be shorn of half their influence for good. The ability to speak plainly and clearly, in full, round tones, is invaluable in any line of work. This qualification is indispensable in those who desire to become ministers, evangelists, Bible-workers, or canvassers. Those who are planning to enter these lines of work should be taught to use the voice in such a way that when they speak to people about the truth, a decided impression for good will be made. The truth must not be marred by being communicated through defective utterance."<sup>1</sup>

Some may ask, Why not wait until academy or college years, when the decisions for a lifework have been made? and then, if need be, a course in voice culture may be taken. Speech habits, like any other habits, are very difficult to overcome in later years. Also, in childhood the organs of speech are flexible and the child can easily learn to utter the various sounds of speech. Observe how a child can readily learn to speak various languages correctly, while an older person almost invariably speaks with an accent.

Children learn to speak by hearing; therefore the development of proper speech habits, pronunciation, enunciation, and oral skills depend largely upon

the listening environment. Vocalization is developed by imitation; hence the importance that children be presented with clear, distinct, and proper speech sounds. In this respect parents have a great responsibility, as many speech patterns are formed during the early years before the child enters school. However, their school is the deciding factor in speech development. As soon as the child enters school, it is important that the teacher determine whether the organs of speech have been developed and trained to give clear utterance.

Phonics, which is the study of the sounds used in speaking, is not a method by which reading is to be taught; it is a tool which greatly facilitates learning to read, and should occupy a prominent place in the school program for the first three years.

The senses are the only avenues by which a child may learn; therefore, it is essential that some preliminary work be done to assure the children of sound consciousness. Auditory analysis should precede visual analysis. Many times teachers fail to accomplish desired results because they attempt to teach pupils before they have prepared them to learn what is to be taught. The teacher should begin ear training during the preprimer period, while the reading readiness program is being carried on. If the children hear words separated into their various phonetic elements, they have a basis for later recognition of the phonograms of the printed word. To develop this sound consciousness, the teacher may use little rhymes and jingles.

It is during this preparation period that the teacher should check the enun-

ciation and pronunciation of the pupils, and carry on remedial work. Some of the common errors are the tendencies to say "gist" for *just*, "e-chew" for *eat you*, "ittle" for *little*, "dood" for *good*. To overcome these errors, separate the words as m-us-t, r-us-t, j-us-t, and so forth; then sound them as a class, blending the sounds, a long *m* blended with the *u*, and a long *s* sound blended with the final consonant. Demonstrate the correct position of the vocal organs, the placement of the tongue, position of the lips, and then practice. Many of the common errors will be easily and quickly eliminated. To develop auditory perception and oral coordination, the teacher may profitably use selected imitation games with the children, such as Echo, the teacher being the original voice, the child the echo. In such games the teacher should at first exaggerate the breath consonants, which often cause the child difficulty. With the development of acute sound consciousness the exaggeration can be dropped.

Although some children become good readers without training in phonics, all become more accurate readers through study, training, and drill in phonics. Phonic training enables the child to understand how to attack new words and thus to become independent of the teacher's aid in study. This is a step in achieving the objective of teaching—the training of the child to study and to gain information for himself, independent of help. This is one of the dividends paid to good teaching in the field of phonics.

To aid in improvement of the mechanics of pronunciation, the Silent Lip game is helpful. In this game the children are to guess the word pronounced by the teacher, by the movement of her lips and the relative position of the tongue and teeth, as no sound is uttered. The teacher should carefully select the words to be used, such as, father, farmer, mother, man, time, table.

Time should not be spent on isolated elements. New words should be attacked

by comparing them with words already familiar to the pupils. Early in the first year of phonic work pupils should learn to recognize initial consonants. Ask them to give other words beginning with the same letter as the sample selected by the teacher.

Phonics can well be taught by following a three-year plan. During the first year the pupils are checked for defective speech patterns, taught sound consciousness, visual analysis, the initial and final consonants, the comparison of word forms, the blending of initial and final phonograms, finding small words in larger ones, and building larger words from smaller ones. During the second year the work of the first year is reviewed, articulation is checked, new consonants are introduced, the long and short vowels are taught, and diphthongs and digraphs are taken up. The third year should include a good review of the work of the two previous years; then the new work is taken up, which includes the double-consonant blends, rules for vowel sounds, principles of syllabication, homonyms and heteronyms, and the use of the dictionary.

In the event that the older pupils in school have not had a good foundation in phonics, the teacher may divide them into two or three groups and cover the first year's work with the first three grades, and the second and third years' work with the upper group or groups.

Materials needed for effective phonic work are few. The teacher should have one or more good guidebooks. Word flash cards, used with the basic text, are a great timesaver, and help to correlate the phonic work with the reading program. The chalkboard is the greatest aid to an effective phonic program.

Teach the children to observe at all times the sounds, the likenesses, and the differences in words. Let them frame them; let them choose words with similar beginnings and endings or with the same

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## Better Training for Better Secretaries

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Mildred Lee Johnson

OFFICE SECRETARY  
SOUTHERN UNION CONFERENCE

IF WE are interested in renovating the secretarial profession and enlarging the limited opportunities for young women in our denominational work, we need to begin in the academic grades. Not only is it here that we should popularize the profession, but it is here that we discover the potential secretaries—or help them discover themselves—and here the prerequisites can be emphasized. Here is the time and place for the screening process, for vocational guidance that gives secretaryship its rightful place. Here also is the place to combat the prevalent idea in the minds of young people that the denomination does not consider the secretarial profession important. Some who really want to be secretaries are turned from the course by this misconception and the promotion for other professions that comes at the right time. We must uproot the idea that secretaryship is a dumping ground for those who can do nothing else. We must portray the broad horizons of secretaryship before students who show aptitude for this work.

A recent survey reveals a striking unanimity of opinion that the denomination needs to popularize the profession and that our training courses need revision. Here again our offices share the blame. A secretarial instructor in a large college writes of a typical situation: "Every year a number of my first-year students drop out because of marriage or for some other reason, and the conferences hire them. They are not qualified, because they have not had enough training." We shall get nowhere as long as offices follow this practice and immediately designate such workers as "secretaries." They are

no more secretaries than a medical student with a year or two of training is a doctor. And, worse than that, a student who decides she does not care to complete even the two-year course is often awarded not only the same position but the same salary as the graduate, and both are referred to as "secretaries." Without exacting standards any profession will die. What better work could we do than to tear down our present dilapidated structure and erect one of modern design that would give both students and secretaries at work a fresh appreciation of the interest and importance of their job?

No one expects a secretarial student to be a finished product when she emerges from her course. It is in the very nature of secretaryship that her training is just beginning. But it is not fair either to the secretary-in-the-making or to the office that employs her to face the necessity of making of her a beginning secretary. Such a situation results in a long, discouraging grind; and if successful at all, it is certainly the hard way for all concerned. The new secretary will not be expected to be a literary genius; but she will be faced at once with the necessity of revising and editing letters, articles for publication, bulletins, and other material, as well as often composing these herself—all of which requires a thorough working knowledge of English. It is the rule rather than the exception that many college-trained secretaries are completely bewildered the first time such an item is placed in their hands. Are we, then, to conclude that our colleges are not "ramming in and cramming in" English, with "still more to follow"? The catalogs of thirty-three business colleges which I

have examined reveal that every one offers business English in the secretarial course, and many include several English courses—such as English composition, business letter writing, and secretarial correspondence—as required subjects, many of them with college hour credit. The modern business English textbooks are attractive, practical, and streamlined for the secretary. And how we do need to add spelling and vocabulary building as regular subjects!

As fond parents often do, I am sure secretarial instructors would declare, "I didn't bring her up that way," if they could witness many of their students' utter ignorance of boss-secretary relationships when they enter our offices. The answer to this might be found in revising our courses to fit denominational needs; incorporating courses in psychology, including personality development; and adding the study of an adequate denominational manual to indoctrinate the student with a vision of the work and acquaint her with denominational procedures and the responsibilities she will bear as a secretary. Thus the new secretary will not be hesitant, confused, and frightened when she is confronted with these responsibilities, but will know how to feel her way as she progresses along the secretarial road. We cannot, however, achieve our purpose by endeavoring to cover these vital subjects only in a functional way. They will not take root properly unless and until we provide textbooks and give hour credit for them. Then, to supplement the classwork, lectures by qualified denominational leaders would do wonders as a source of inspiration, and would add the spark that is engendered by direct contact.

Conference leaders are reluctant to give responsibility to secretaries; thus the secretaries miss this opportunity for growth and development; and we go around in circles in the matter. May it not be that the leaders have had so many painful experiences that they try to

protect themselves by doing work that should fall within the sphere of the secretary? I believe our schools can help change this situation. Strengthening of our courses would be one assertion that we do mean to deal with secretaryship as a profession, that it *is* important, and that we want the best for it.

In the survey previously referred to, denominational leaders were emphatic in declaring that they need secretaries more than stenographers, with such statements as, "By all means!" "Always preferred!" "Definitely!" A secretary was defined on the blank as "one with vision and interest in her work, trained to be your assistant, to exercise both good judgment and discretion, to deal effectively with people and situations involved in your office work, and to carry all burdens which properly fall to an efficient secretary." Of the 194 who replied, 175 said they consider it highly desirable for a secretary to be able to compose letters, articles, bulletins, and reports when necessary; three said no; 16 did not answer the question. Many added that they want to know that in their absence their work will be carried on by the office secretary; 185 agreed that the denomination could profitably emphasize secretaryship as "career" work for Seventh-day Adventist young women; and 181 asserted positively that it would be advisable to have a denominational manual as a regular textbook in our courses. Some wrote, "Let's have it at once!"

Replies to the questionnaire indicate that, as a whole, denominational secretaries are weak on shorthand and typing accuracy, business English, business writing, spelling, and bookkeeping. A large majority of the bosses still consider shorthand of first importance over dictating machines. Other qualities most often checked as lacking were: vision of work, initiative, originality, dependability, interest in work, continual improvement, knowledge of secretarial duties and tactics, and knowledge of business etiquette.

Many of the leaders are interested in our colleges' offering specialized training, such as accounting secretarial, departmental secretarial, medical secretarial, and executive secretarial; at the same time they state that we should be producing more all-round secretaries before attempting specialization. Although business colleges have done this for some time, we, of course, have a long way to go before we would be ready for such a venture; yet it is a goal to think about for the future.

Replies from secretarial instructors reflected the same general opinions already set forth as a diagnosis of the secretarial ills, and expressed their willingness to cooperate in any advance move. I know that college instructors can be counted on to add their valuable and far-reaching influence.

The secretaries' questionnaires were equally interesting. One after another mentioned the fact that denominational training is not adapted to denominational needs, that it deals too much with generalities, and that it is encumbered with nonessentials. Many express a need for personality and business-psychology training, and "laboratory" practice in a conference office before graduation.

In answering the question, What influenced you to become a secretary? some said they had "always liked it," or "from childhood I knew I wanted to be a secretary," or a similar expression; some did not know of any particular influence; some followed the line of least resistance; some took the work for convenience. But not one said she was influenced by any kind of denominational promotion or any encouragement from a denominational leader. Many of them said they had often wondered why leaders came to the school and vigorously promoted every line of work except secretarial. One secretary added this to her questionnaire:

"At college, the brethren came from places of high calling and delivered long and involved messages concerning the ministry, nursing, medicine, teaching, and everything but secretarial work. We would all go back to class and really wonder if we were pursuing the wrong course." Like the bosses, the secretaries were almost unanimous in thinking that the denomination should place secretaryship on a "career" basis; that it would be advisable to include a denominational manual in the training courses. Some suggested a publication for professional improvement. A few feelingly suggested a training course for the bosses on how to deal with secretaries. Of the 132 who replied, 63 said they had been encouraged to take a position before they finished their courses, and 37 said they did so.

All our secretarial training must, of course, be permeated by a setting forth of the spirit of the true servant of Christ. The secretary's work is the channel which makes the connection with the field and conveys important plans and policies. In many situations in her work she is the sole representative of this great cause. This in itself is challenging, and certainly calls for the best in the secretarial field. It will require concentrated, positive effort now to overcome the effects of years of stagnation and to bring the secretarial profession up to a level of satisfactory service. But I think it would be well worth the effort. I do not consider my observations infallible, but I do hope that consideration of them will bring forth better, more workable ideas to remedy the situation. Few occupations can match the denominational secretary's opportunity to feel continually the pulse of a great world work which has the very evident partnership of heavenly intelligences. May we recognize the right of every secretary to develop the best that is in her for the service of God.

## Goals for the Academy

**Spiritual Faith.**—To develop spiritual faith, trust, love, and confidence in God, in the Bible, and in the Second Advent Movement, and an earnest desire for the simple Christian way of life.

**Character.**—To develop a noble Christian character, so that the ideals of right, self-control, honesty, reverence, purity, integrity, and moral stamina shall become dynamic habits of conduct.

**Health.**—To develop and maintain a healthy body, with wholesome, balanced mental and emotional attitudes and habits.

**Intellectual.**—To arouse and stimulate intellectual curiosity and to develop the highest intellectual attainment possible in accordance with native ability.

**Ability to Think.**—To develop the ability to think independently and constructively, to reason accurately, and to analyze and evaluate evidence skillfully.

**Interest, Appreciation, Attitudes.**—To develop an understanding interest, enjoyment, and appreciation of the best in literature, art, music, history, and nature, and by participation to produce a measure of skill in at least one of these fields.

**Dignity of Labor and Vocational Efficiency.**—To provide the specific knowledge, basic skills and effective work habits necessary for proficiency in at least one trade; to aid the student in discovering his own aptitudes, talents, and occupational disposition.

**Social and Civic Relationships.**—To develop a sense of personal responsibility for the happiness and welfare of the home, the school, the community, the nation, and the common world brotherhood of man, and thus to foster understanding, peace, harmony, justice, and good will.

**Culture and Personality.**—To build a desirable personality through the development of those cultural life attitudes which are revealed in the student's person, his belongings, his conversation, his friendships, and his choices in all realms of association.

**Initiative, Zeal, Enthusiasm.**—To develop that spirit of initiative which will generate a zeal and enthusiasm for some worthy cause or endeavor, with particular emphasis on carrying the gospel to all the world.

L. R. RASMUSSEN, *Associate Secretary,*  
*General Conference Department of Education*

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# The Construction and Use of College Syllabi

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G. E. Shankel

DEAN  
ATLANTIC UNION COLLEGE

THE advantages of a course syllabus are so manifest that it is a matter of surprise that so few teachers follow the plan of using it for every course offered. Elementary teachers are well acquainted with the terms *lesson plans*, *schemes of work*, and the like. Teachers on the high school level are perhaps less acquainted with corresponding pedagogical devices. But many college teachers, because of their frequent lack of specific training in methods, are quite remiss in the employment of such invaluable aids. Certainly careful planning of the *content* of the course as well as the *method of administration* is quite as necessary for the college teacher as for the elementary, if our college teachers are to rise above haphazard, slapdash methods. Altogether too few college teachers have any definite plan of timing their work for adequate and complete coverage of the subject. Either they run out of material early or find themselves short of time and cover the closing sections on the double quick, with the least degree of effectiveness on the most important part of the course.

The syllabus is of mutual value to teacher and student. By means of a syllabus the teacher has plotted the course; he knows the material to be covered and the proper time distribution by unit. Thus he is relieved largely of future concern as to whether he is on schedule. The student on his part knows exactly what is expected of him. There are no breath-taking bombshell announcements, no ambiguity as to what is expected of him, no excuses as a comeback. The good syllabus is virtually a contract understood by both parties concerned.

A good syllabus takes only a few hours for its original construction, but once completed it serves as a faithful guide; and with periodic revisions which may prove necessary as a result of experience, it serves indefinitely. The work entailed in these revisions is almost infinitesimal as compared with the energy expended in a day-by-day hand-to-mouth existence of poor planning or no plan at all.

The most useful type of syllabus is that which contains such information as is equally useful to both teacher and student. This in itself is economy. Such a syllabus need not be more than three or four pages long—sufficiently abbreviated that it can be placed in each student's hands at a reasonable cost and yet detailed enough to save many misunderstandings as to what is expected of the student. In certain courses, especially of the lecture type, teachers may prefer to construct a highly detailed syllabus which contains virtually all the material to be presented. There would, of course, be a charge for such a syllabus, if placed in the students' hands. However, it is the condensed syllabus which we are considering here.

An outline of such a syllabus, which may serve acceptably with modifications to suit individual need, is as follows:

## Contents of a College Syllabus

### I. General Information

- A. Course number; length of course; meaning of hyphenated or nonhyphenated. Prerequisites, if any; periods per week; credit hours.
- B. Purpose of course: knowledge, appreciation, skill, etc.
- C. Text, ground covered in course, other materials required, if any.

## II. Organization of the Contents of the Course

- A. Units of work to be covered—an outline of the contents in blocks representing particular fields or sections of work, with the time allotted to each.
- B. This organization may show areas to be covered by the week, by the month, or some other time unit. (The object of this step is to assure a balanced coverage of the material called for in the course.)

## III. Teaching Procedures (Explain which of the following is to be employed, and the use made of each.)

- A. Lectures. If using this form of instruction, explain what is expected of students by way of notes, etc.
- B. Recitation on assigned reading, either text or otherwise.
- C. Use of demonstration.
- D. Laboratory work. How conducted, use of manual, form in which results of laboratory work are presented or preserved.
- E. Use of charts, chalkboards, etc.
- F. Use of films.

## IV. Learning Activities Outside of Class

- A. Daily study—daily minimum and how it should be distributed on text, parallel reading, etc.
- B. Written assignments.
  1. The short assignment:
    - a. Written work as in English.
    - b. Write-up of laboratory work.
    - c. Problem solving, as in mathematics. (Short explanation of requirement for each particular type.)
  2. The long assignment (term paper).
    - a. List of suggestive topics, titles, problems.
    - b. Outline and list of references to be used.
    - c. Explanation of what is expected in term paper, as to bibliography, use of footnotes, etc.
    - d. Use of *Manual of Style* and where to secure *Manual*.
- C. Parallel reading—a list of books and where they are to be found.
  1. Explanation as to how best to use parallel reading materials; e.g., should student confine effort solely to specified list? how intensive or broad should his reading be? should it precede or be used in conjunction with the text material? etc.
  2. The amount of such reading should be specified, or the time to be spent should be indicated.
  3. The method of reporting parallel reading should be made clear.
  4. State whether questions based on parallel reading will appear in examinations.

## V. Tests and Examinations

- A. The daily quiz—purpose, frequency, type of questions.

- B. Objective examinations, testing knowledge of definitions, facts, terms, principles.
- C. Essay-type examination—what use made of them in course; e.g., to test ability to organize, correlate, synthesize, and express ideas in connected discourse.

## VI. Factors in Determination of Final Grade

- A. Use of objective test, daily study examinations, term paper, etc., and the relative weight attached to each factor.
- B. Attitudes, general interest, and application.

## VII. Use of Syllabus

- A. The student should keep his copy for constant reference.
- B. Copies are also sent to the dean of the college and to the head of the department.

Section I, "General Information," calls for purely mechanical information and needs no further discussion. Section II, "Organization of the Contents of the Course," allows great latitude according to the nature of the subject. Whatever the course, this is the point where the most painstaking, careful planning is needed. In such subjects as science or mathematics the units may not correspond with the calendar week, month, or short term. In most subjects, however, it is comparatively easy to synchronize the units of work with the natural units of the school term. Practice will vary greatly as to the degree of detail with which each unit is treated. Balanced coverage is the chief consideration, however.

In Section III, on "Teaching Procedures," it is not, of course, expected that all the methods listed will be employed in any particular course. The teacher may proceed by lecture form entirely or by a combination of methods. It is well, however, to indicate to the class the intention of the teacher in this respect; otherwise the student does not know his proper relation in the class. Some teachers prefer a minimum of class discussion, especially in freshman classes or other large classes.

The "Learning Activities Outside of Class," Section IV, should be clearly specified and described. It is difficult to see how gratifying results may be attained without a clear indication of how to

*Please turn to page 30*

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## Why Wait for Equipment Appropriations?

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Mrs. H. A. Weaver

ELEMENTARY TEACHER  
CEDAR LAKE, MICHIGAN

THE teacher before me left this school so well equipped, I can't think of anything we need," wrote a teacher who had recently joined the profession. Really now! Did you ever see such a day? I haven't; I wish I could.

In one of our Adventist city schools several years ago an energetic teacher had succeeded in obtaining single seats to replace well-worn double seats. One day he was busily making the transition when a good brother of the church chanced into the room. Drawing a deep breath at the seemingly huge task, he asked, "What's going on here?"

"Oh, we're needing single seats. They are more advantageous to good discipline," remarked the teacher.

"Well, we set in them kind when I went to school, and they learned us," remarked the visitor.

And so they did, but it is a teacher's prerogative to keep up to date.

Don't expect board members always to keep abreast of prevailing trends or current practices, for it doesn't work that way. In fact, it would be next to a modern miracle to have a major number of the church membership sense the needs of the school. But when the children's aid is enlisted, astonishing things can and do happen. It is easy to secure the support of pupils, and they can sometimes sell Christian education better than can the teacher or pastor. They can promote a school activity with all their arts of persuasiveness, convincing parents and board members of the needs of the school.

No teacher has lived up to her responsibilities and possibilities unless she leaves a school better than she found it.

Our schools should, by all means, be "standard." The best is none too good in the Lord's work, for superior attainments must be reached.

Each year projects can be launched that will make this possible. School and playground equipment and supplies of every kind can be added, some each year, that will help to make a school more efficient.

The methods which may be used in securing funds are many and varied. Divide the school into two groups, the girls and the boys, or chosen sides—not to work against each other, but together. This gives an opportunity to stress good sportsmanship. Autograph books made by folding a sheet of typing paper four times and duplicating an appropriate cover page make an excellent project. By using a short catchy statement or two to explain your need and request, one may ask for a cent or more for each letter of the autographer's name.

Another tried method is to make miniature aprons cut from scraps of material. On each apron is stitched a tiny pocket containing a small paper with a snappy sentence or phrase suggesting a penny or more for each inch of the receiver's waist measure.

Devices requesting a stated amount for each pound in the donor's weight or each inch in his or her height work well.

Reward the children liberally for honest efforts by giving different priced Bibles or books proportionate to the amount of funds obtained or the time used. Take care that the expense of the project does not get out of proportion to the amount raised. Award for first, second, and third attainments.

A bake sale at stated intervals during the year is an old but effective project. In one place a large department store welcomed such sales. They gave space in a large arch and the sale was conducted in a very dignified manner. Again, orders for baked goods to be delivered at a given time can be taken by the children from their neighbors on order blanks duplicated for the occasion. Parents may be asked to prepare the articles ordered, and the baked goods may be delivered to a specified place on an announced afternoon. A baking company in one city made delicious cookies for sale by schools only, and they were in continuous demand and netted a one-third profit.

An exchange cookbook will sell readily. This may be made by gathering choice recipes from parents and friends, and mimeographing these into neat booklets whose covers are decorated with attractive pictures from magazines.

Gathering and selling old paper and iron has always had its rewards. The Indianapolis Seventh-day Adventist school won first prize in a city-wide scrap-iron drive during the recent war. In addition to the financial reward, one of the boys was given a trip to Baltimore, Maryland, and Washington, D.C. It pays to take advantage of all such opportunities.

Collecting pennies, nickels, or dimes "by the foot" is an easy method of adding to your supplies. Folders for this purpose can be secured.

Articles that the children can make and sell provide excellent training. Ready cut material for belts, billfolds, key rings, and other serviceable things can be obtained. Articles of many kinds from handicraft supply companies can be made at school, are often clever, and will find an easy market. Pot holders of various designs can be made and sold by the children, as they are a much-used convenience.

There are several companies which specialize in merchandising saleable utilities for schools; such as metal sponges,

dishcloths, soap powders, bowl covers, vegetable peelers and slicers, ironing pads, clothespin bags, coat hangers, wax paper, sandwich bags, and numerous other household utilities, as well as Christmas and greeting cards.

Selling candy and pencils also adds profits. One city home and school association recently held rummage sales which gave marvelous remuneration.

A program in near-by churches, given by well-trained children, will be appreciated, and a silver offering may be taken, which usually is a large one.

Why not develop the colporteur spirit in the children and let them sell small books and magazines from the local Book and Bible House?

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## **Bringing Christ Into the Classroom**

*Continued from page 5*

Time went on. Recesses and noon hours were often disturbed by the question of who would or would not play with Jane. The teacher often talked to the children about Christian courtesy and the love Jesus manifested and would have us manifest toward others. She told the children that they needed the Holy Spirit in their hearts, but that He could not come in while they harbored hard feelings. It was the teacher's constant burden and prayer that the children would love one another as Jesus would have them. One noon hour brought the climax. After prayer together the teacher retired to another room to give the children opportunity to see her privately. One by one they came; each had a humble confession to make, some of which were very surprising. In the schoolroom they were confessing their faults to one another. It was evident that they had opened their hearts to the Holy Spirit, and He was doing His work of grace. The results were most satisfying. From that day on, the attitude of the group was one of unity and cooperation.

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## Two Educational Councils

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*Keld J. Reynolds*

ASSOCIATE SECRETARY  
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

**T**WO Seventh-day Adventist educational councils were held in Europe this past summer. The one for the Northern European Division was at our Vejle fjord Hojskole at Daugaard, Denmark, August 3 to 9. The one for the Southern European Division was held in Florence, Italy, August 20 to 30.

Both councils were attended by E. E. Cossentine, secretary of the General Conference Department of Education, and K. J. Reynolds, one of the associate secretaries of the department.

The Northern European Council was directed by G. A. Lindsay, president of the division, and was housed in our training school in north Denmark, on the banks of a lovely fjord. Besides the representatives of the General Conference, there were forty-four in attendance representing the division and its unions, and including directors and teachers of our schools in the Netherlands, Iceland, Sweden, Norway, Finland, and Denmark.

The Southern European Division Council was directed by Dr. Otto Schuberth, educational secretary of the division. W. R. Beach, president of the division, and most of his departmental secretaries, with the presidents of the constituent unions, were participants, as was also M. Tieche, educational secretary of the Franco-Belgian Union. The schools of Italy, Switzerland, Spain, Portugal, France, and North Africa were represented. The total membership was thirty-seven. The host to the council was G. Cupertino, director of the Istituto Avventista di Cultura Biblica, housed in the beautiful eighteenth-century Villa Aurora.

Conditions permitted the attendance at the Northern European meeting of the directors and some teachers of schools from all the constituent states. Unfortunately, some representatives of our Eastern European schools were unable to attend their divisional council at Florence. In one instance the reason given for refusing the visa was that Italy was "outside of the democratic bloc."

These were significant meetings—the first Adventist educational councils for our European administrators and teachers since the war clouds settled over Europe in 1939 and 1940. The conflict and subsequent political changes brought problems and difficulties. At the same time it was impossible for our educators to get together in council to deal with these problems. Because of the difficulties of communication there were some administrators in important positions, products of state systems of education and teacher-training, who had been carrying responsibilities without the benefit of thorough instruction in the philosophy and methods of Christian education. With so long an interval between councils there were some instructors who had never attended an institute or had the benefit of group discussion and study with other brethren in the teaching profession. Under the guiding hand of God these consecrated men and women had been doing excellent work, but they recognized their need and were eager to receive the benefits of group counsel.

Both councils were addressed to the problems of administration, faculty organization, curriculum improvement, teaching standards, training of teachers,

increased educational facilities, library improvement, sound financial operation, recreation and discipline, and relations to state systems of education. Provisions were made for standardizing the several school catalogs or prospectuses to ensure the inclusion of essential information. In each meeting a plan of organization was set up for the educational work of the corresponding division, and provision was made for setting up divisional educational boards. Much time was spent in both meetings in reviewing principles of Christian education and discussing every practical implementation.

Among the important actions of the Vejlefjord meeting were the following: The schools of the division are to have a uniform plan of accounting and sounder financial statements, both to be prepared by a division-appointed committee. Uniform budget and financial controls are to be set up. Preceptors and preceptresses are to be faculty members. In each school a staff member is to be assigned to the duties of the registrar. Bible courses are to be standardized throughout the schools of the division as to textbooks, number of hours of classes per week, and sequence of courses. The division was asked to make provision for adapting and translating the new secondary textbooks in Bible as they are published in America. The training schools of the division are to develop their programs and teaching staff to the point where students can successfully pass the official external examinations in the respective countries insofar as these standards can be reached without sacrifice of denominational objectives or characteristics, particularly as to Bible study and the training of workers.

A number of significant and forward-looking actions were taken at Villa Aurora. The schools of the division are to be united by coordinated curricula,

with the college at Collonges serving as the advanced training school for the division. To facilitate the transfer of graduates from the several national schools to Collonges, it was voted that the division educational office should prepare a standard transcript form so arranged that national credits and achievement marks can readily be translated. Solicitation of students in each field is to be restricted to the corresponding school, and Collonges may approach only the senior students or graduates of these schools.

It was voted to encourage the establishment of parent societies in the churches throughout the division, and to establish "Centres d'Education Familiale," appealing to the general public in the larger cities.

Provision was made for the improvement of Christian teaching. Each school is to call its faculty together for a week before the opening of the academic year, to study the great principles of Christian education as they have been revealed to this people, and to develop teaching methods best adapted to assure the progress of the student in Christian knowledge and in the development of Christian character.

Christian training is to be a continuing process in these schools. It was voted to carry on a strong evangelistic program in each training center throughout the school year, under the direction of the teachers and supplemented by the work of the classroom. Where national conditions permit, strong colporteur work will also be developed and directed by the school.

It is hoped that, under the providence of God, these councils will result in the encouragement of the brethren and the strengthening of our educational work in the great fields of Northern and Southern Europe.

## SCHOOL NEWS

SOUTHERN MISSIONARY COLLEGE division of religion and ethics last summer sponsored a field school of evangelism at Asheville, North Carolina, under the direction of E. C. Banks, assisted by Harold A. Miller, chairman of the division of fine arts, teaching church music, and Dr. J. Wayne McFarland of the *Life and Health* magazine, teaching health. Twelve upper biennium students participated, each earning twelve semester hours. Twenty persons were baptized as the direct result of the public meetings, and many more are now under instruction of the local pastor and his staff.

THE S.D.A. THEOLOGICAL SEMINARY conferred the Master of Arts degree on eight candidates at its commencement exercises on May 5; and again on August 26, at the close of the summer quarter, fourteen graduates received their Master's degrees.

HELDERBERG COLLEGE (South Africa) reports an enrollment of 252, of whom a number are mature men and women definitely preparing for service in the Advent Movement. Five students were baptized in March.

THE SANTO DOMINGO MISSION is establishing a new training school nine miles out from Ciudad Trujillo, on an ideal site where electric light and power are readily available and there is an abundance of water.

ONE HUNDRED AND FORTY-SIX BOYS AND GIRLS of the elementary department of Philippine Union College were invested in the first five Missionary Volunteer Progressive Classes near the close of the school last April.

A. H. RULKOETTER, dean of Emmanuel Missionary College, received his Doctor's degree in philosophy from the University of Nebraska on June 7.

HAWAIIAN MISSION ACADEMY graduated eighty-one seniors last June—the largest class in the history of the academy.

UNION SPRINGS ACADEMY (New York) students and teachers raised over \$1,000 Ingathering in two field days.

ATLANTIC UNION COLLEGE, South Lancaster Academy, and the normal school students and faculty raised a total of \$5,222.20 in the 1948 Ingathering campaign.

A FARM WAS PURCHASED, last March, four miles out from Heidelberg for the erection of the new Natal-Transvaal Conference secondary school, as yet unnamed. One brother contributed £1,000 toward the erection of the buildings.

FOR THE FOURTH CONSECUTIVE YEAR La Sierra College has received the pennant signifying "Honorable Mention" in the *Gregg Writer* international shorthand contest, awards for which are made on the basis of the artistic quality of the notes submitted.

SOLUSI MISSION TRAINING SCHOOL (South Africa) has opened the new school year with a record enrollment of 550 students. A new standard has been added this year in addition to two years' teacher training, so that the school now carries up to Standard VII in academic work.

EVERETT N. DICK, professor of history and political science at Union College, has been assigned to research for the coming year. The Newberry Library of Chicago has granted him a fellowship to write a history of the public lands of the United States, with a view to preserving historic spots.

THE CRAFTS AND ARTS CLUB of Walla Walla College presented a very successful exhibit last spring at which some 1,500 to 1,800 persons viewed a wide variety of vocational displays, from photography to midget model houses and wire recordings. Practically every department of the college was represented in the exhibits.

GEORGE M. MATHEWS, educational secretary of the Columbia Union Conference, was elected by the Autumn Council to serve as an associate secretary of the General Conference Department of Education in charge of elementary education, filling the vacancy left by the resignation of John E. Weaver to take up work in the Upper Columbia Conference.

JAPAN JUNIOR COLLEGE has an enrollment of 110 carefully selected students: 30 junior high school, 40 senior high school, 40 college. More were turned away than were accepted, because of lack of facilities and teachers. Already in 1948 the school has been responsible for 74 baptisms, with an expected total of 100 for the year. A new girls' dormitory has recently been completed, which will permit acceptance of a hundred more students next school year.

A. W. JOHNSON, president of Emmanuel Missionary College, spent the months of July, August, and part of September in the Southern African Division, visiting schools, camp meetings, mission stations, and conference headquarters. He reports a most interesting and inspirational visit in which he feels that he has received more than he was able to give.

FIVE HUNDRED STUDENTS OF PACIFIC UNION COLLEGE are to participate in the Personal Evangelism Crusade, which has for its aim the regular distribution of message-filled literature to 15,000 homes "from Lake County to the Golden Gate and from Sacramento to the sea."

FORTY-SIX TEACHERS of the South African Union, together with teachers-to-be from Helderberg College and Good Hope Training School, received a new vision of their work at the six-day teachers' institute held at Hillcrest Secondary School in July.

HARRY M. LODGE is the new principal of Forest Lake Academy (Florida), replacing John M. Howell, who is editing the new secondary Bible texts now being prepared under the direction of the General Conference Department of Education.

FORTY-SEVEN STUDENTS of Northern Luzon Academy (Philippines) were baptized into the Seventh-day Adventist church last April, shortly before the close of the school year.

PLATTE VALLEY ACADEMY (Nebraska) students proudly salute Old Glory as it ripples out from the top of the new forty-foot pole.

STUDENTS OF MAPLEWOOD ACADEMY are holding Sunday evening meetings in the near-by town of Litchfield.

THE SPEECH DEPARTMENT OF OAKWOOD COLLEGE is rejoicing over the recent acquisition of a Soundmirror Recorder.

ONE HUNDRED THIRTY-EIGHT MASTER COMRADES were invested at Pacific Union College on May 21, and more than two thousand honor awards were given.

MARIENHÖHE COLLEGE (Darmstadt, Germany) reopened its doors on October 3, after an enforced interruption of nine years. Fifty students are enrolled.

DON F. NEUFELD, instructor in Biblical languages at Canadian Union College, received the Master of Arts degree at the S.D.A. Theological Seminary on August 26. His major field was Biblical languages.

THREE RELIGION MAJORS OF WASHINGTON MISSIONARY COLLEGE have launched the first evangelistic effort of the current school year in a series of Sunday night meetings at Dayton, Maryland.

PHILIPPINE UNION COLLEGE reports fifty-three of its students baptized near the close of the 1947-48 school year, fruitage of regular baptismal classes conducted by Elders Rowland and Tomas of the college department of religion.

THE ALUMNI ASSOCIATION OF EMMANUEL MISSIONARY COLLEGE recently presented the college with a missionary map, on which is located a light for each alumnus of this institution who has been or is now in foreign mission service.

AUGUST 2, 1948, was a high day at Godobangkong, Java, when the Indonesia Training School was reopened for the first time since the war. On the same day the new school was opened near Kawangkoan, North Celebes, being held in temporary quarters while permanent buildings are in construction.

THE WEST CUBA CONFERENCE is supporting twelve regular church schools under the supervision of fifteen Christian teachers, and three more will be opened as soon as teachers can be found. These schools are a very economical way of carrying on evangelistic work, for large numbers of non-Adventist children are enrolled and weekly meetings are held with parents thereby interested in our message.

EMMANUEL MISSIONARY COLLEGE proudly presents its newest and most modern structure, the Education Building. The U-shaped building has a 300-student capacity, housing grades 1-8 in the east wing and the academy grades in the west wing, with a connecting room which serves as recreation room and chapel. There are five classrooms each for elementary and secondary schools, two classrooms for teacher training, and offices for the teaching faculty of both schools.

SEVEN ACADEMY SENIOR GIRLS from as many North Pacific academies were given a trip to Walla Walla College and Portland Sanitarium last spring as award for their prize-winning essays on "Why I Have Chosen to Be a Nurse."

THE COLLEGE OF MEDICAL EVANGELISTS has this year a total enrollment of 632 from 41 States and 25 territories and countries: 414 students in medicine, 50 in dietetics, physical therapy, laboratory, and X-ray technique, 168 in nursing.

CHINA TRAINING INSTITUTE conducted a most successful summer session, with fifty teachers and fifty ministers in attendance, besides one hundred regular students. Intensive courses in evangelism and teacher training were given.

OAKWOOD COLLEGE was host to a joint Youth's Congress for the colored young people of the Southern and Southwestern Union conferences, September 1-4. Thirteen hundred delegates were registered.

NEW TEACHERS AT MOUNTAIN VIEW UNION ACADEMY (California) this year are Elder Kenneth Moore, Bible, and Mrs. Milton Walker, voice and chorus.

BAPTISM OF FOUR PERSONS climaxed an effort held in Nebraska City by C. L. White and other members of the evangelism class of Union College.

THE WALLA WALLA COLLEGE CHURCH, together with the local village church, raised a total of \$10,463.24 in the 1948 Ingathering effort.

NEW RECRUITS AT THE ANTILLIAN JUNIOR COLLEGE (Cuba) are Mr. and Mrs. Andres Riffel and Carl J. Smith and family.

OSHAWA MISSIONARY COLLEGE students and faculty raised \$1,450 Ingathering in one field day, May 5.

KINGSWAY HIGH SCHOOL (Kingston, Jamaica) is now in its own home, and has an enrollment of 135.

MADISON COLLEGE CHURCH raised \$5,590 Ingathering during this year's campaign—a gain of more than \$2,000 over last year.

THE SPANISH-AMERICAN SEMINARY (New Mexico) Teachers of Tomorrow Club has few members but no lack of enthusiasm in preparation for "the nicest work."

OAKWOOD COLLEGE has a new address, and its own post office. As of March 3, 1948, the address is Oakwood College Rural Station, Huntsville, Alabama.

GEORGE W. MELDRUM, associate professor of history at Pacific Union College, received the degree of Doctor of Philosophy in history from Stanford University on June 13.

MIDDLE EAST COLLEGE (Beirut, Lebanon) held three Missionary Volunteer investiture services during last school year, and now all the faculty members and thirty-two students are Master Comrades.

WEST INDIAN TRAINING COLLEGE (Jamaica) sent over fifty student colporteurs into the field last summer. Another student held an effort in a near-by village during last school year from which eighteen have been baptized and added to the church.

HELDERBERG COLLEGE (Africa) chorus of one hundred voices sang Gaul's oratorio *Holy City* as part of the closing exercises of the school year, in October. Frances Brown is heading the music department. She will be assisted in 1949 by Mrs. Muriel Stockil, who will teach violin and piano.

A PUBLISHING WORKERS' CURRICULUM leading to the B.A. degree is now being offered at Emmanuel Missionary College. This course is for those who are interested in preparing to serve as Book and Bible House secretaries, field missionary secretaries, or field representatives in the publishing work. Religion and business administration are the two fields which are emphasized in combination in this curriculum.



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## High-School Textbooks



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Cross-Smith-Stauffer-Collette: American Writers, Revised Edition  
(For 11th grade)  
English Writers, Revised Edition (For 12th grade)  
Hawkes-Luby-Touton: First-Year Algebra, Elementary Course, New  
Edition  
Second-Year Algebra, Intermediate Course  
First and Second Year Algebra, Combined  
McPherson-Henderson-Fowler: Chemistry at Work, Revised Edition  
Muzzey: A History of Our Country  
Smith-Muzzey-Lloyd: World History



### BOOKS JUST OFF THE PRESS

Tanner-Cheever: English for Every Use (Four-book series)  
Znamensky: Conversational Russian, A Beginner's Manual

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THE long-delayed Volume II of *The Prophetic Faith of Our Fathers* set, by LeRoy E. Froom, was published last spring. Among those who have been awaiting its coming are many of our educators. We believe they will be gratified over the fact that an unusual interest has been shown in this volume by the religious press of the country. Over a score of reviews have appeared in religious periodicals, ranging all the way from a Fundamentalist journal like *Moody Monthly* to the Modernist weekly, *The Christian Century*, and the *Christendom* quarterly. The extracts which follow illustrate their generous attitude toward this frankly Adventist work.

"The author marshals abundant evidence that, for Christian leaders of all persuasions during this period, the prophecies were an integral and basic part of their thinking. This, as he indicates (I think correctly), most modern historians have largely neglected because of the tendency to see as significant in the past only what is considered significant in the contemporary world. Those, then, who cannot accept the 'grand outline' as the Seventh-day Adventist sees it, will find in the serious study of this volume a corrective for their partial view of the minds of their Christian predecessors. Herein, I think, lies its great value for them."—SIDNEY E. MEAD, *The Christian Century*, Sept. 3, 1947.

"That this set of books will constitute a monumental contribution to scholarship in the specialized field covered, cannot be questioned. An enormous amount of original research and great financial expenditures lie behind this publishing enterprise. The sponsors as well as the author deserve the highest commendation for the thoroughness with which the investigation and the harvesting of the material has been carried out."—C. N. BARTLETT, *Moody Monthly*, Dec., 1947.

"This review might well begin with an expression of appreciation of the painstaking scholarship which has gone into the preparation of this series of volumes in which the whole history of the interpretation of prophecy has been attempted. . . . There is no doubt of the historical importance of this story as told in these four volumes or of the honesty and scholarship which has gone into the telling of it."—WILLIAM W. SWEET, *Christendom*, Spring, 1948.

We have long believed that our message is to be brought before the world's leaders of thought, as well as to the multitudes, ere our work closes. The truths we proclaim are to become the subject of investigation and discussion. It is gratifying to see a growing respect for our beliefs, an increasing inquiry from educational institutions, and from graduate students in universities and theological seminaries as to our teachings and objectives.

## When to Teach Phonics

*Continued from page 11*

median sounds or words. When a pupil has difficulty in reading or spelling a word, show him how to analyze or break it up into parts which he can readily recognize. Drill, drill, drill, until the proper habits are formed. "Let all guard against becoming annoyed in spirit because they have to be drilled in these common branches. It should be impressed upon students that they will themselves be educators of others, and for this reason they should strive earnestly to improve."<sup>2</sup>

In her zeal to instill the principles of phonics into the minds of the pupils, the teacher should carefully avoid diverting the attention of the reading class from thought-getting to mere word-getting. Phonic drill and work should occupy a place by itself.

Games and devices may be used to motivate the teaching of phonics. There are many adaptations of Balloon Race. Draw colored balloons on the chalkboard and write single or double consonants on them. A child is selected to run to the board to catch a balloon. If he can correctly form a word with the consonant, he "takes the balloon home"—erases it. Pony Race is also adaptable to many versions. Write on the chalkboard various phonograms in columns under the pictures of two ponies. Use the same phonograms in the two columns, but place them in different order, to discourage copying. Select two pupils to race, giving each a piece of chalk. At the signal, they run to the board and make words using each phonogram. The pupil finishing first and having the most correct wins the race.

The following books contain many valuable methods and suggestions for the successful teaching of phonics:

Arnold, Bonney, and Southworth, *The New See and Say Series*. Iroquois Publishing Company: Syracuse, N.Y. This series is made up of three basic texts for the first three grades, with a teacher's manual for each grade.

Calkins, N. A. *How to Teach Phonics*. Beckley-Cardy Company: Chicago, Ill. A teacher's handbook, containing many suggestions which simplify the teaching of phonics. A special feature of this book is a chapter devoted to the correction of defective utterances.

Sample, A. E. *Primary Games to Teach Phonetics*. Beckley-Cardy Company: Chicago, Ill., 1925. This book contains 54 games that will make the learning process of phonics a delight to the pupils.

Williams, Lida M. *How to Teach Phonics*. Hall & McCreary Company: Chicago, Ill., 1941. An inexpensive manual and guidebook covering the entire phonic program.

<sup>1</sup> *Testimonies*, vol. 6, p. 380.

<sup>2</sup> *Counsels to Teachers*, p. 217.

COMPLETION OF THE NEW BOYS' DORMITORY at the Navaho Mission School (Arizona) makes possible the acceptance of fifty boarding students for the present school year, and still there is a long waiting list. J. D. Gilchriese is principal, dean of boys, and teacher of the upper grades. Josephine Holmes teaches the primary grades. Victor Starrett is in charge of the building program, and Mrs. Starrett is dean of girls, matron, and teacher of sewing. Several Navaho boys have worked all or a part of the summer on the new building to earn their way in school this winter.

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AN AVERAGE PRODUCTION OF 7,744 POUNDS OF MILK and 413 pounds of butterfat per cow is the official one-year record of the registered Jersey dairy herd owned by the Asheville Agricultural School (North Carolina). This is more than double the butterfat produced by the average dairy cow in the United States. All tests on this herd were conducted by the University of North Carolina and verified by the American Jersey Cattle Club.

AUSTRALASIAN MISSIONARY COLLEGE teacher-training department was warmly commended for the efficiency of its work at the time of the regular check made by Government inspectors last April. No teacher is permitted to teach in any church school without Government registration, which depends upon approval of the teacher training at the college.

OSHAWA MISSIONARY COLLEGE WOODWORK has grown through the years from a \$5,000-a-year output in a small stone farmhouse to a \$165,000-a-year turnover with a much wider range of products. Their chief concern "is getting the goods out fast enough."

THE GENERAL CONFERENCE READING WORKSHOP, a committee of seven members appointed to write a third-grade textbook and an accompanying teacher's guidebook, worked at Emmanuel Missionary College, June 16 to August 12.

SOUTH LANCASTER ACADEMY students and teachers enjoyed a historical field trip on October 8, visiting the many monuments, churches, ships, homes, villages, and cities made famous through early American history.

MORE THAN 200 ALUMNI of La Sierra College attended Home-coming Day at the College on May 2. Among other activities, they established a student loan fund of \$1,000, and raised over \$400 that day.

NINETEEN GOLDEN CORDS were hung at the annual ceremony at Union College, May 21, for Unionites who had entered foreign mission service during the year just past.

WEST INDIAN TRAINING COLLEGE (Jamaica) raised well over its goal of £150 for Ingathering in the recent campaign.

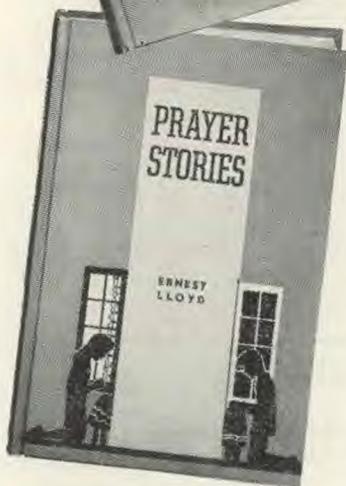
## Providing for Individual Differences

*Continued from page 9*

will strive to find ways of helping students to make positive emotional adjustments and to develop proper attitudes toward frustrations and other outcomes of emotional strain.

It becomes an obligation, then, for every school to have an organized program of guidance to determine what are the needs of the children and to study and prescribe the means whereby each child can gain the most from his school experience. There should be a health program to counsel, guide, instruct, remedy, and build the health of its pupils. In the elementary grades, since there cannot be much election, adjustment will have to be made in the rate at which instruction is administered, the content varying with the maturity of the different pupils. In the secondary school there will be elective courses. Since reading is so fundamental to progress in school and so useful regardless of one's status in life, special attention should be given to provide the individual with as much competence as possible. Oral reading will not be the only device for teaching reading, and reading will not be limited to the elementary school. There will be instruction aimed at remedying defects and teaching different kinds of reading, depending on how and when they will best serve one's needs. In all schools much attention should be given to those factors that have social values and that give the student a sense of belonging to, and of responsibility for, society. The school should encourage participation in games, discussions, programs, activities, school government, and many other things that give a large variety of possibilities for success. Whatever type of report goes to parents, the student should get recognition on the over-all picture of his progress rather than in his class subjects alone.

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## The Construction and Use of College Syllabi

*Continued from page 17*

achieve a balanced time budget covering text assignment, daily written assignment, term paper, parallel reading, and so forth. Most disappointing results are frequent, especially in the term paper, unless careful attention is given to all four points listed under the long assignment. For instance, unless carefully limited by way of a suggestive list, topics for term papers are invariably too general and inclusive.

In the matter of parallel reading, much fruitless, misdirected effort may be saved by pointed instruction on how to use the materials. Where only a chapter or two in a certain book is pertinent, it is well to specify in the list of parallel-reading books the particular pages to be read. The list of parallel sources may be incorporated in or attached to the syllabus.

The syllabus should make clear the factors that enter into the students' grading and the relative weight of each and should specify types of examination used.

It is only fair to the student to detail all of the above information for each course taught. The suggestive form of syllabus allows plenty of latitude or variation in practice to satisfy each particular teacher's method, but at the same time ensures a desirable measure of uniformity in broad outline. Those of us who have had the experience of being led halfway through a course before arriving at even an approximate idea of what the teacher expected, may have sympathy for the student who tries to discover some thread of uniformity among his teachers as to what is expected in the various courses.

One caution worthy of mention is that the value of the syllabus depends in no small measure on the way the job is set out. Unless the organization is crystal clear and well displayed, its value is minimized. The relation of parts may

be made clear by some such method as is used in the outline given above.

In duplicating syllabi, it should be remembered to supply not only the students but also the head of the department and the dean's office with copies. These have a definite reference value. Exchanges are sometimes requested. In any case, the content of courses should be a matter of record in the files, for sometimes the title of the course, or even the catalog description, tells very little of its nature.

If possible, copies of the syllabus should be handed out at the first meeting of the class. Time should be taken to cover the syllabus quite carefully, explaining its plan and purpose. This will save endless questions later on and avoid misunderstandings.

Again I emphasize my conviction that no investment of time and effort is productive of more gratifying returns than the few hours spent in constructing the average syllabus. Once used, it will be found indispensable.

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T. HOUSEL JEMISON, assistant professor of religion at Pacific Union College, received the degree of Master of Arts at the S.D.A. Theological Seminary on August 26, majoring in church history.

UNION COLLEGE STUDENTS AND TEACHERS received a total of \$3,161.46 plus produce and clothing in the annual Ingathering field day.

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## The JOURNAL of TRUE Education

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