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# The JOURNAL of TRUE Education

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## The Effective and the Ineffective Teacher

*Harvey A. Morrison*

SECRETARY, DEPARTMENT OF EDUCATION

EDUCATION as a gift bestowed upon the youth is an impossibility, but a teacher may be the means of stirring the youth so that he enthusiastically turns to the task of educating himself. The effective teacher is he who can create in the student a "relish for knowledge," whose own glow of enthusiasm is sufficiently brilliant to start the flame in the life of the youth.

The greatness of an institution rests not upon its buildings or its equipment. The real vitalizing force which transcends all material benefits is the teacher. The personality and influential power of the teacher can overcome the shortage of many material assets, but the best in material advantage cannot overcome the lack of contact with a teacher whose heart is ablaze with the living fire.

For the last forty years our various associations have been giving some attention to the question of teachers and their qualifications. Considerable discussion has taken place in regard to what might be done to improve the quality of the teacher. The first thing necessary would be to determine what the most desirable qualifications are. This is not

so simple a task as it may appear at first. The difficulty of applying an accurate measure to a teacher to determine the rating for each of any list of qualifications is also quite apparent. Another important element in the consideration of this phase is that the same qualities which were the prime cause of success in any one place, or at one time, or in any specific department, may not prove to develop the same results under varied conditions.

In 1927, through a special committee, the American Council on Education set up the following items as characteristics of the effective teacher:

1. Masters the subject to be taught.
2. Organizes the content in proper perspective.
3. Adjusts it to the college and the curriculum.
4. Studies the needs, capacities, interests, and aspirations of the students.
5. Defines the specific values they should get from the work.
6. Inspires them to want to get the values intended.
7. Appraises student achievement and compares results with those of others.
8. Weighs the evidence and improves instruction.
9. Cooperates with colleagues in maintaining morale and in administration.

10. Discovers significant relationships among thoughts and things.
11. Develops a coherent vision of progress.
12. Creates tools that make realization of the vision possible.<sup>1</sup>

A few years ago a study of this subject was made by Anna Y. Reed<sup>2</sup> for the National Personnel Service. Two classes of institutions were under scrutiny—the arts college and the teachers' college. More than two hundred of the schools studied were arts colleges, representing about eighteen thousand teachers. Thirty-three per cent of the faculty members held the doctorate; 32 per cent had the master's degree; 24 per cent had the bachelor's degree; and 8 per cent no degree at all.

In the selection of new faculty members, fifteen qualifications were set up as desirable for the teacher, and the administrators were to choose the five most important ones. Eighty-one per cent chose general scholarship, 71 per cent inspirational power, 54 per cent social culture, 53 per cent potential teaching efficiency, and 53 per cent specialized knowledge. The five least necessary qualifications ranged as follows: 90 per cent specified ability to advertise an institution, 78 per cent secondary school teaching experience, 71 per cent popularity, 64 per cent productivity, and 56 per cent established reputation.

In discussing the efficiency of the teacher who is already a staff member, nineteen qualifications were suggested, and among them the following five were designated as most desirable: stimulation of intellectual curiosity in students, 65 per cent; broad knowledge of the subject taught, 54 per cent; sympathetic attitude toward students, 54 per cent; wholesome influence on student morale, 50 per cent; and wide range of scholarship, 49 per cent. The five elements least needed were: research publication or other creative work, 72 per cent; chief concern for stimulation of the most able students, 65

per cent; the ability to contribute to extra-classroom program, 61 per cent; service to students outside the classroom, 59 per cent; and broad social sympathy, 32 per cent.

Sixty-three methods and devices were suggested for improving the teaching. The five methods which were considered of greatest value were: adequate library facilities, recognition of teaching efficiency, departmental conferences, periodic restatement of objectives, and graduate study in subject matter.

The question was raised as to whether or not membership in and attendance at educational associations and meetings is a factor in the improvement of instruction. It seemed to be the general opinion that unless the urge was in the teacher for such membership and attendance, and he voluntarily attended these meetings, the contact did not add perceptibly to the efficiency of his teaching.

In selecting the most outstanding teachers in each institution, 680 were listed. From the same group of colleges, there were 123 ineffective teachers. These groups were chosen from a total of approximately 18,000 teachers from 220 colleges. Of the effective teachers, 51 per cent hold the doctor's degree, 40 per cent have the master's as their highest degree, and 6 per cent hold only the bachelor's degree. Of the ineffective teachers, 31 per cent hold the doctor's degree, 49 per cent hold the master's as their highest degree, and 16 per cent have only the bachelor's degree. These two groups of teachers had received their degrees from a wide distribution of higher institutions. The institution that was represented by a large number of effective teachers was also represented by a large number of ineffective teachers.

It seems that at about the same period in age and teaching experience in which the weaknesses of the ineffective teacher become most apparent, the superiority of the effective teacher begins to appear.

This can perhaps be explained on the ground that the ineffective teacher has been satisfied with himself and his preparation, and has no more vitality to pass on to his students; whereas, the outstandingly good teacher continues to bring freshness into his experience and is able to pass on the cumulation not only of his knowledge but of his enthusiasm and teaching power. A number of the deficiencies of the ineffective teacher are: failure to continue to study, lack of adequate background, failure to keep abreast with professional knowledge, neglect of recent literature, and too much specialization.

It is worthy of note that in setting up a check list of qualities of the effective teacher the word "personality" was never used, but where the questions were in such form that the administrators had freedom to give expression to their own ideas of criteria for an effective teacher, there was a marked tendency to set up personality as a prime factor.

Dr. A. J. Brumbaugh suggests that before the requisites of a successful teacher can be satisfactorily determined, one must know the objectives of an institution, and he states: "If the college is markedly sectarian, given to the education of ministers, missionaries, or religious leaders, or if a particular religious point of view prevails in the institution, he will give special consideration to the religious background, affiliation, and education of his faculty."<sup>3</sup>

In setting up a series of qualifications for our own teachers, this statement of Doctor Brumbaugh's is very much to the point. Every teacher in our institutions should apply this measure to himself, for it is impossible to fulfill what is expected of him unless the objectives not only are known and realized, but also express the teacher's inmost conviction.

Are we not justified in the conclusion that while we cannot point out in definite form the one outstanding thing that

makes a successful teacher, we do know that a prime requirement is that the teacher's own experience be in close contact with life, that he have a great love for youth as well as for the subject he is teaching, that he have a real zest for the pursuit of knowledge, and that he continually enter into new and vitalizing experiences? He cannot hope to be the cause of a light that will shine more brilliantly than his own. "The teachers in our schools . . . must be in words and character what they wish their students to become."<sup>4</sup>

Those of us who have had the privilege of association in our own institutions and have the full concept of the purposes of our own educational work, should be able to recognize that the most important qualification of a good teacher—which has been so difficult to define—has a very close relationship to what we might term "spiritual force and power." This being true, every Seventh-day Adventist teacher has an advantage over the non-Christian teacher in the development of that highest necessary quality for the instruction of the youth. This quality in its perfection was in the Master Teacher. In His life and teaching process all the elements of the best teaching were manifest. The good teacher will seek to become fired with the purposes expressed in His character. The teacher himself will be refreshed with joy and enthusiasm as he comes in contact with youth and attempts to bring life into their experience. The truly great teacher is one who has the ability to train men and to send them forth with character, enthusiasm, and power to fulfill their place in conjunction with the needs of humanity.

<sup>1</sup> "What Does a College Teacher Do?" *The Educational Record*, Vol. IX, No. 2, April, 1928, p. 97.

<sup>2</sup> Anna Y. Reed, *The Effective and Ineffective College Teacher*. New York: American Book Company, 1935. 344 pp. \$3.50.

<sup>3</sup> Aaron J. Brumbaugh, *The Requisites of Successful College Teachers From the Point of View of a Dean*, Proceedings of the Institute for Administrative Officers of Higher Institutions, Vol. X, pp. 106-115. Chicago: University of Chicago, 1938.

<sup>4</sup> Mrs. E. G. White, *Counsels to Parents, Teachers, and Students*, pp. 47, 48.

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## The Foundation of Teacher-Student Friendship

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*Frederick Griggs*

CHAIRMAN, BOARD OF TRUSTEES,  
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**P**LANTS grow best in sunshine, and likewise do students grow well only in the atmosphere of friendship. The greatest of all teachers called His students His friends. While He was their Master, yet they were not servants. Their associations with Him were in terms of warm friendship, a friendship that on the part of all but one ripened into a deep affection—an affection so strong that it held even on rack and in dungeon. It is a psychological as well as a physical law that like begets like. Students cannot be friendly with teachers unless teachers are friendly with students.

The foundations of friendship are laid in mutual confidence and good will. In turn, the foundations of confidence and good will are sincerity and honesty. It is only when the teacher is genuinely honest and sincere that his students' acquaintance with him ripens into a warm, true, lasting friendship; and it is only then that they can most readily receive and assimilate instruction.

Another foundation stone of friendship between teacher and student is that of sympathy. Sympathy is the child of love. The work of sympathy may be illustrated by two stringed instruments. I have heard a guitar leaning against the wall give back the same tones which were sent forth from a piano. The wave beats of air struck off from the strings of the piano carried to the guitar and struck an exact correspondence of beat on its strings, so that the two instruments sang in perfect unison. The sympathetic teacher has an ability, either inherent or acquired, or both, to impart his brain

and heartthrobs to those of his students. Students unconsciously disclose their understandings and feelings. The sympathetic teacher is quick to recognize and comprehend them, and adjusts his instruction and counsel so as best to meet the students' needs. The Great Teacher readily perceived the thoughts of His hearers. His teaching was not formal, but it perfectly met the needs of His students. It was thus that this greatest of teachers revealed Himself as the greatest of friend makers. Unless the teacher is sympathetic he cannot truly teach.

The larger part of the teacher's work may be termed his unconscious tuition. His students are taught more by what he is than by his class instruction. An unconscious influence goes out from the life of every individual. We naturally become a part of all that we meet—persons and things. The student comes to the teacher with open mind and heart—he comes to receive. Consequently, he draws from his teacher and is more influenced by him than by the general run of his acquaintances. It is not alone what the teacher does that counts, but how he does it; not alone what he says, but how he says it. Ellen G. White says, "The pure motive sanctifies the act." The heartthrob must synchronize with the brainthrob in the giving of instruction if that instruction is to be received and settled into its proper place in the students' field of knowledge.

Of Christ's teaching it is said that "He taught them as one having authority." Our Master's authority was founded in the fact that He Himself not only was an

example of the things which He taught, but was the very essence of them. The foundation and life of this authority lay in Christ's infinite love for those whom He taught. His teaching exactly met their needs. He taught not only facts, but how to use these facts; not only knowledge, but wisdom. Too many of us who teach confine ourselves to the presentation of facts, not sufficiently recognizing that they are of but little value unless their possessor has the wisdom and good sense with which to use them.

The examination paper is not a full, correct measure of the accomplishment of the teacher or of his student. Unless the student can use the facts which he has been taught, they are of no practical value to him. Now, whether the student acquires the ability to use the knowledge he has been taught depends in no small measure upon the sympathetic, friendly relation of the teacher with him. As they journeyed to Emmaus, Christ opened to the knowledge of two of His disciples the prophecies concerning Himself. Said these disciples in speaking of it afterward, "Did not our heart burn within us, while He talked with us by the way?" There is this something, defined best as love and sympathy, which must go with the impartation of facts to make these facts of practical value to the students.

The chief compensation of a teacher is the friendship—the love—of his students. They are not bone of his bone and flesh of his flesh, but they may be and they should be mind of his mind and heart of his heart. How sacred then is the calling and work of the teacher, and how enormous and vast his responsibilities! His very life flows into that of his students. Hence, his life must be pure and right. The love of teacher and student is next to that of parent and child.

Love is the most powerful of all emotions and the most lasting. Real love always rests upon the solid foundation of true worth. The purpose of true education is the development of noble character, and pure love is to a noble character what pure blood is to a healthy body. Character is but the sum of all one's habits, and particularly is this true of the habits of thought. The teacher's chief task, then, is to direct his students in establishing right and strong habits of mind and body. Knowledge getting is but a means to the end of character building.

The Christian teacher has a great advantage over one who is not seeking to emulate the Master Teacher. In many large office buildings there is a system of clocks, one in each office—all controlled by a master clock. The individual clocks derive their power from the master clock. Likewise do real Christian teachers receive their power and direction from the Master Teacher. There is a continual inflowing of life from Him to them. Now, pupils taught by such teachers develop characters that respond to and answer the need of the world.

A teacher may be plain and homely of feature, he may not be of a commanding presence; but if he is a sympathetic student of his pupils as he is of science, if he enters into their hearts and lives with a love that gives him constant concern as to their welfare, he may become a mighty force in the world. The torch of his love may light a thousand and more other torches. The influence of the life of the wisely affectionate Christian teacher will carry to the very ends, and into the darkest corners, of this poor old earth, and will thus light the heartfires of a great multitude. No man "liveth to himself." Of no class is this more true than of the real Christian teacher.

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## The Program of the One-Teacher School

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*Catherine Shepard*

DIRECTOR OF ELEMENTARY EDUCATION,  
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THE small school, with its one teacher and a heterogeneous group of children, ranging in age from six to sixteen and in grades from one to eight, and displaying wide and varied discrepancies in growth patterns and educational attainments, brings to view one of the most perplexing situations of our school system.

There is an attempt in this presentation to suggest how the teacher of the small school can turn her problems into educational opportunities. Recent trends in curriculum development are based on the educational philosophy which gives the child precedence over subject matter, draws upon child initiative and creativeness, leads to the integration of unit wholes, and supplies the educational wants of the child regardless of his grade placement. Out of these trends in curriculum adjustment have evolved certain outstanding tendencies in program building for the elementary school.

These tendencies seem to be: (1) to establish basic centers of interest as the controlling force in all schoolwork during limited periods; (2) to allow the social-studies program to dominate the activity program; (3) to provide for instruction in reading to receive maximum emphasis; (4) to relieve the teacher of an excessive number of formal recitations by organization of subject groups including all grades; (5) to allow for flexibility in the carrying out of the daily program; (6) to disregard, to some extent, exact grade boundaries.

Each subject field in the elementary curriculum may be considered as a po-

tential interest center. Instead of thinking of conducting six to eight daily recitations in each subject field, the teacher conceives of consistently guiding homogeneous ability groups into the solution of problems set up within the various subject fields. There are times in the progress of these groups when the work within every subject field will center about one integrative theme for several weeks.

The teacher becomes vitally concerned with stimulating interest through establishing child purposes for learning, creating situations which demand further information, guiding the thinking of children toward a recognition of their need for learning, assisting them in research to ascertain the information which will solve the problem, and developing personality of the child which brings him confidence and leadership as he contributes to general discussions and applies the knowledge to a practical experience. Classes lose their significance as such, and children with problems will come to the front. Pages to be covered in the textbooks will be minor to the solution of the problems which can be solved from the facts contained in their pages.

Thus the one-room school is transformed into a workshop, each worker progressing at his own rate in the mastery of his problems. During a given period all within the group are solving difficulties within a given subject field. The teacher concentrates her entire effort in one field, supervising, directing, discussing, and appraising the work of each child as he progresses. For example, she may

teach reading (with possible groups—divided as she may choose, according to abilities) as the center of interest for a fifty-minute period; then the problem shifts to arithmetic for fifty minutes, then to word study for thirty minutes, and so on. Within each such period the groups are organized for work, perform the required tasks, ask such questions as are necessary, and receive the guidance needed. Every member of each group progresses toward a specific goal, not all contributing every day, because they are not all ready to draw a conclusion or make an explanation.

This would lead to a program on the order of the following:

9:00 Devotional	1:00 Music and Art
9:15 Bible	1:15 English
10:00 Penmanship	2:00 Health
10:15 Recess	2:15 Recess
10:30 Arithmetic	2:30 Social Studies
11:10 Reading	3:30 Spelling
11:45 Nature	4:00 Dismissal
12:00 Noon	

Within each period, the time given to each group of workers would be flexible to allow for the varying needs of each group as they progressed day by day. The first four or five minutes of each period would be used by the teacher in organizing the work. Grade lines need not be obliterated; in fact, it would be most unwise to disregard them. The outcomes for each grade level must constantly be kept in mind. If grades four, five, and six are grouped for a unit's work in "capitalization" in English, differentiated assignments will provide for varying degrees of ability. Care should be taken in grading to make comparison with grade standards and rank each child accordingly.

The time limits for any type of exercise necessarily depend upon the group. The essential thing is, not to neglect any class. All must be working all of the time. This type of program organization

requires that specific objectives be set for each day's work and that the teacher work carefully to that end.

The plan consumes much more of the teacher's time at the beginning of the term, but it soon lessens the time devoted to daily routine preparation. It purposes to give much more responsibility to the teacher in studying the traits and capacities of children in order to select those curriculum experiences which will meet their needs. The following summarizes some of its benefits:

"Subject grouping" for the small one-room school (1) reduces the number of formal recitations to about one half; (2) provides longer study periods for the children at the time when interest is greatest; (3) provides opportunity for longer discussion periods, also longer periods for the presentation of new work; (4) allows some time in each period for teacher guidance of individual activities; (5) permits almost unlimited development of individual interests; (6) relieves to a large extent the need for homework; (7) demands better teacher understanding of the pupil's problems, which means added educational opportunity for the pupils; (8) provides for maximum effort in minimum time.

Whenever and wherever the ability of the children suggests it and the subject matter lends itself to such grouping, the teacher may plan her work around what may be called "integrative themes" of activity. Reading, English, spelling, and arithmetic lend themselves very well to this type of grouping. If you are desirous of making the school function in a way that will give maximum satisfaction to the child because of his making definite advancement toward a final goal, attempt to organize your school next year into homogeneous achievement groups and then stimulate interests in a given subject field and see for yourself what can be accomplished for the children in your school.

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## Uses of Tests in Guidance

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ON the theory that "all men are created equal," our schools once assumed that with equal interest and effort all students could succeed equally well in all lines. Today educators are beginning to realize that individuals differ from one another in varying degrees. Success or failure is not an "all or none" matter. The measurement movement has revealed that human traits are not dichotomous, but quite uniformly distributed from one extreme to the other. The majority of men have average ability in most fields, with more than average ability along some lines and less than average in others. Thus, they not only differ from one another, but they have great differences within themselves. They are likely to vary as much in their own abilities as they differ from others in general. Many are having but moderate success in the work they are now doing, whereas they might be superior in some other field. Many who are now failing might have at least moderate success in some other line of activity.

With the discovery that our abilities differ both in kind and in amount, educators are now accepting the truth revealed by our Saviour in the parable of the talents, and recognizing "diversities of gifts" as outlined by Paul in 1 Corinthians 12. The task for educators is to identify and measure these traits that they may better guide students into lines of study and work in which they will have the greatest probability of success.

A beginning has been made by our colleges in this field of differential guidance. During orientation week they administer a battery of aptitude and

achievement tests for the use of counselors who help the students in registration. Tests results aid in the proper selection of major and minor fields, and serve to deter students from attempting to carry an amount of schoolwork beyond reasonable expectation of success.

Prediction of success in college has been based largely upon secondary-school marks and the results of mental ability tests. While these measures have proved somewhat useful in differentiating between students in a general way, further instruments are needed to locate varying abilities within the individual, to locate his special talents and to determine whether he is a "square peg" or a "round peg." Much effort may be saved, and many failures prevented, by identifying abilities before training is begun.

At Atlantic Union College, measures of reading ability have been found most predictive of college success in academic fields. In addition to tests of mental ability and achievement in the major subject-matter fields, measures of non-scholastic factors, such as study habits, interests, social traits, and personal adjustment, are now used.

In order to make test scores more comparable and usable in guidance, an individual profile chart has been developed. Raw scores, meaningless of themselves, are interpreted by their deviation from the mean of the group. If an individual is above average in a given trait, a circle is drawn on the chart in the proper column, at a distance above the mean representing the deviation in terms of the standard deviation. On this chart each point represents three tenths of a

standard deviation. A circle is drawn for each test, and the circles finally connected to constitute the profile of the individual.

If the numbers printed in bold type in the chart below are encircled and connected, the chart will represent the test scores of an individual whose abilities fluctuate about the mean. Some individuals stand high in most fields with but one or two pronounced low points in the profile; while others who stand low in general will exhibit a few high points. A quick glance at the chart will reveal the idiosyncrasies of the individual.

It will be noted that this student was lowest in science and mathematics, and

means of predicting scholarship by simple inspection, being nearly as reliable for prognosis as the laborious regression equation. In a study of sixty-six college freshmen who took these tests in September of 1937, it was found that thirty-three received the predicted mark, while only five students received a mark more than one letter away from the prediction. In more technical terms, the correlation between prediction and success was .67. The coefficient between mental ability alone and success was .51, whereas reading ability alone produced a correlation coefficient of .55. Thus it is evident that prediction based on an inspection of the

INDIVIDUAL PROFILE CHART

Letter Equivalent	Mental Ability	Reading Ability	English Usage	Vocabulary	Social Studies	Natural Sciences	Mathematics	Study Habits	Medical Rating	Social Adjustment	Emotional Adjustment	Predicted Scholarship	Letter Equivalent
	1	2	3	4	5	6	7	8	9	10	11	12	
A	7	7	7	7	7	7	7	7	7	7	7	7	A
	6	6	6	6	6	6	6	6	6	6	6	6	
	5	5	5	5	5	5	5	5	5	5	5	5	
	4	4	4	4	4	4	4	4	4	4	4	4	
B	3	3	3	3	3	3	3	3	3	3	3	3	B
	2	2	2	2	2	2	2	2	2	2	2	2	
	1	1	1	1	1	1	1	1	1	1	1	1	
C	0	0	0	0	0	0	0	0	0	0	0	0	C
	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	
	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	
D	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	D
	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	
	-5	-5	-5	-5	-5	-5	-5	-5	-5	-5	-5	-5	
E	-6	-6	-6	-6	-6	-6	-6	-6	-6	-6	-6	-6	E
	-7	-7	-7	-7	-7	-7	-7	-7	-7	-7	-7	-7	

highest in English. This would indicate possible difficulties ahead in premedical or scientific work, and suggest that the student might better elect English or something related to English as his major field. In personality factors, the student scores low in social adjustment, and it might be wise to guide him into phases of school life where his social traits will be developed. He apparently has good emotional control and can take up work that might try the spirits at times, such as teaching school.

This graph also provides a convenient

graphs results in considerable improvement over estimates made from single tests. Considering the unreliability of teachers' marks, it is doubtful whether a more accurate prediction can be made.

What is to be done with those who do not give promise of success along scholastic lines? This remains as one of the outstanding challenges to our colleges. Light has been given to guide us. It is hoped that we can find a way to follow it more fully. In the meantime, such means as have been described are available for guidance purposes.

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# Responsibilities of Every Worker

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H. J. Detwiler

PRESIDENT,  
COLUMBIA UNION CONFERENCE

THE welfare of the nation depends upon the intelligence and character of its people. Its future course and final destiny rest upon the education of its children and youth. The education of today determines the citizenship of tomorrow. The same is true of a church. A church that neglects properly to train and educate its youth is failing to provide for its future and will inevitably decline.

These are statements of general principles, but ours is a specific case. The remnant church upon which the end of the world has come, has more than a nation to build, more than a denomination to maintain. To it has been delegated a world task, and it must particularly educate its children and youth to understand, appreciate, love, and propagate the mighty principles and truths for which it stands.

The positive declaration that "of all institutions in our world, the school is the most important,"<sup>1</sup> places upon every leader, conference worker, and church member a tremendous responsibility for the education of the youth among us. Someone may say that it is not necessary that all our young people should be so well trained. The answer is definite, "All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God."<sup>2</sup>

The startling statement, "The church is asleep, and does not realize the magnitude of this matter,"<sup>3</sup> is a challenge to pastors, elders, and conference workers.

The Spirit of prophecy makes it incumbent upon those who have superior vision and diligence to see that all our children and youth avail themselves of an education in our own denominational schools.

Many of the parents and children do not appreciate the blessing and importance of Christian training, and this makes it all the more incumbent upon the leaders to labor untiringly until the God-given counsel is carried out in every church. They should labor in this respect as those who must give an account. "Work as if you were working for your life to save the children,"<sup>4</sup> is the inspired admonition.

Picture, if you can, the boys and girls of your church as the finished product of a secular school, conforming to the world and its pleasures, with little or no interest in the things of eternity, and with the hope of immortality fading from their hearts and minds.

Then picture them after completing their training in a Christian school, rejoicing in the light of truth, associating with acceptable companions, joining their comrades in propagating the everlasting gospel, and happy in the hope of eternal life and the great hereafter.

What a responsibility rests upon parents in making the choice of the school for the education of their children! What a responsibility rests upon pastors, leaders, and church elders to do their part by providing Christian schools!

<sup>1</sup> Mrs. E. G. White, *Fundamentals of Christian Education*, p. 226.

<sup>2</sup> and <sup>3</sup> Mrs. E. G. White, *Testimonies for the Church*, Vol. IV, p. 197.

<sup>4</sup> *Ibid.*, p. 199.

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# Vocational Training in Africa

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J. I. Robison

EDUCATIONAL SECRETARY,  
NORTHERN EUROPEAN DIVISION

IT is being recognized more and more in Africa that vocational training is of primary importance. We cannot, however, hope to establish extensive vocational centers, but we should, both in theory and in practice, have industrial courses in our training schools, our mission schools, and even our village schools. Without extensive equipment very practical instruction can be given in such subjects as brickmaking and simple masonry, the mastery of which will enable a student to build his own home or school building, and in elementary carpentry, ironwork, wagonmaking, weaving, basketry, and pottery. In some of our training schools in Africa these subjects are being taught, so that when a student finishes school, he will be able to go into a village and build a neat, respectable school and a model house for himself, with furniture and equipment, and thus demonstrate the practical side of Christian education.

The village schools may not be able to give extensive instruction in vocational subjects, but they should be models of cleanliness and neatness, with a garden operated by the school, in which the simple principles of agriculture may be demonstrated. The village churches should be led to have a pride in their schools and meetinghouses, to keep the buildings clean and the grounds free from weeds, to beautify the campus with flowers and shrubs. If the teacher has a Christian wife who has attended the girls' school, she can make the village school a center for women's uplift work by conducting classes for the village women in homemaking and care of the baby, and giving simple demonstrations

of the principles of hygiene and health.

Agriculture is the basic industry of the African people. Dr. T. J. Jones, chairman of the Phelps-Stokes Commission, has said: "The African natives are relatively far more dependent on agriculture than any other people in the world. Agricultural education should correspondingly receive large consideration in the school curriculum. . . . It is imperative that schools cease to give the impression that knowledge of the three 'R's' and of subjects usually in the curriculum is of more importance than agricultural knowledge."<sup>1</sup>

Closely akin to, and, in fact, a part of, vocational training is our work for the girls of Africa, especially as it pertains to domestic training, mothercraft, and the uplift of the African homes. The importance of this work cannot be over-emphasized, for it is being recognized by all educators that no permanent social or religious progress will ever be possible in Africa until the women are raised to a higher plane. Education for girls, and women's work in the villages, are a means to this end. "Tragic results will follow if the education of the African woman does not follow on parallel lines with her husband. . . . Educate a boy, and you educate a man; educate a woman, and you educate a family."<sup>2</sup>

From the standpoint of our own work, this phase of education is all-important. Unless we can establish true Christian homes among our believers in Africa, we shall never be able to build up an African church that has the requisite foundation—Christian homes.

<sup>1</sup> T. J. Jones, *Education in East Africa*, pp. 35, 37.

<sup>2</sup> *Ibid.*, p. 34.

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## Trends in Health Education

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*Kathryn L. Jensen*

ASSOCIATE SECRETARY,  
MEDICAL DEPARTMENT

THE progressive educator in the field of health education is no longer as interested in the education of the physical as he is in education through the physical. This approach should not be new to Seventh-day Adventist educators. More than thirty years ago Ellen G. White reminded us that "the body is the only medium through which the mind and the soul are developed for the upbuilding of character. Hence it is that the adversary of souls directs his temptations to the enfeebling and degrading of the physical powers." It is but the applied recognition of the biological unity of man.

No school can afford to specialize in the mental or the physical or the spiritual aspect of education to the exclusion of the other phases. In developing the curriculum, however, there is danger of our interpreting every activity in life as a health-teaching activity, without realizing the importance of recognized content courses to give intelligent direction to the entire health program for the individual.

Even the student in college may unconsciously adapt himself to a program which has been planned for the welfare of the individual student. He may secure a balanced dietary and in practically all respects maintain a program which is conducive to good health. Yet this student may be sent to some field in which he will be placed in an entirely different environment. With no background of content subject matter to guide him, he may be completely overwhelmed in making an adjustment which requires the application of health principles.

In the elementary schools there has been an early recognition of the necessity

of health teaching. It has been interesting to note the early trends and to trace the transitions that have taken place in the emphasis since 1918. Medical inspection began with an effort to control communicable diseases, especially during epidemics. However, before long, workers learned that something must be done for the child himself if he were not to be damaged through neglect. This caused the emphasis to shift to medical inspection, in order that defects might be corrected, and thus much of the medical inspection in our own Seventh-day Adventist elementary school system began. Again there was a shift in emphasis when workers, in dealing with the children, realized that many of the defects could be prevented if habits of living were corrected. As a result of this demand, progressive normal schools and educational groups in many places have been endeavoring to develop content methods and techniques in health teaching which would be applicable to various age groups.

There is a tendency toward much larger administrative units in the teaching of health than were indicated in the early books written on the subject. This has proved especially valuable in teaching personal and public hygiene to the high-school group. With better content and technique, there has been also a decided trend in all schools toward improvement in teaching. It is now less frequently found that devices are used as the end of health education rather than as a means to an end. Students in the normal schools have very definite content in health subjects and also in methods and techniques. In many States

a minimum of six hours in such subject matter is a basic requirement for accreditation as a teacher.

Another decided step in the right direction is the effort to make health teaching a continuous program throughout the elementary school, the high school, and the college. Authorities in the field are quite united in feeling that unless health teaching can be made continuous, its results will be lost. The students need to be continually stimulated through purposeful projects and activities, if they are to recognize the importance of health.

Ten years ago there was scarcely a conference in which there were a dozen children free from defects. Now there are five local conferences with at least fifty per cent of the children free from physical defects and reasonably cooperative in healthful living. Today practically no conference, college, or academy has the advanced type of defects in the abundance that was seen ten years ago. This decided general upbuilding of the child's health program is perhaps one of the most constructive results which we see in this whole health-education program in our elementary school system.

In our colleges there has been a rapid development in effective health-service work for the students. However, some colleges have not yet supplemented this health service by requiring health courses as a prerequisite to graduation from college. Most colleges offer the subjects of anatomy and physiology, bacteriology, or advanced physiology. If one such basic course could be supplemented with a course in health principles, home hygiene, first aid, or mental hygiene, the student would leave college with a better understanding of the application of scientific principles to healthful living, and he would also have learned to evaluate reliable source material.

In some instances it might be well for

colleges to make provision for a minor in health education. Until such subject matter is included in the regular college curriculum, it will be difficult to develop a sound health program for the academy, for it is in the field of the adolescent that we find perhaps the greatest challenge to all health teaching. It is in this field that we must have a well-organized health committee, a principal who will feel a responsibility for this phase of educational effort, and one member of the faculty well versed both in the subject and in adolescent psychology, to teach the necessary courses.

Perhaps one of the most significant trends in this entire field is the present understanding and the cooperative relationship which exists between the health workers and the teachers in the development of a sound health program. In recent years there has been a decided upward trend in the direction of articulating and unifying the activities of physicians, school nurses, teachers, and physical educators.

A discussion of this subject would not be complete without some emphasis on the relationship of this instruction to character development. Many of the practices beneficial to health will come to cross-purposes with the desires of the perverted appetite and the carnal heart. As children and youth live these principles, not only will they have better health, but there will also be developed a strength of character as they recognize the laws God has written in every fiber of their bodies. In later years when these youth meet temptation, it will not find them unguarded, because they will have learned self-control in minor matters. A Christian school in which students are taught the great fundamental principles of Christian living, is the ideal setting for a sound program of health education.

*Bibliography on page 30*

## JUST BETWEEN YOU AND ME

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SEVEN years ago this month the newspapers announced the gift of a million dollars to the University of Texas. The bequest was for an astronomical observatory. The University of Chicago had a young and brilliant group of astronomers, and an alert president in Mr. Hutchins; but Yerkes Observatory, whose equipment was one of the attractions of the 1893 World's Fair, could no longer meet the demands of modern scholars. Its forty-inch reflector had been out-classed by much larger instruments.

Here were two schools, one with a great faculty in a special field, but with antiquated apparatus, another with prospect of equipment that would satisfy and attract brilliant astronomers, but without the salaries to support them. In order to keep his men, the president of the scholars must find money for a modern telescope and its housing. In order to gather a staff, the president of the ultra-modern observatory must have a generous supply of funds.

President Hutchins proposed to President Benedict of Texas a solution to the problem. Reason prevailed, and a working agreement was made. Chicago on the lake would provide the scholars; Texas on the gulf would supply the equipment. This cooperation of two educators and their schools made it possible to build a first-class observatory, with an 82-inch mirror, ground to an accuracy of one millionth of an inch, and to man it with scientists prepared to make most satisfying progress and the most substantial contribution to astronomical knowledge.

Our schools may not need 82 or even 200 inch reflectors for observatories, but they may profit by exercising the spirit of cooperation. They might profitably

study how to do a few things exceedingly well before spreading their energies and resources out too thin over many attempted services. With efforts, funds, and faculty concentrated on a few fields, each school could establish a name for itself in them. With strength scattered through many lanes of teaching, apologies are too often offered instead of competence and eminence.

In the spirit of true cooperation, one school says to another: "You have better resources of men and apparatus for the teaching of special courses in physics than we do. Our strength lies in chemistry. Let us concentrate our efforts each in the field of his greater resources and opportunities." This would permit each college to become a leader in at least a few particular fields, and to have strength for its special offerings. One school might choose biology instead of chemistry; another, home economics instead of commerce; still another, printing instead of woodworking. As essential as providing the opportunities in its own selected fields, is the recommending of the other school and its special courses to certain students who may choose them.

This need not, and must not, curb individuality. On the contrary, it would offer each school the opportunity to enlarge its own particular gift to the system by focusing its strength and resources of men and equipment on what it can do better than any other. Weak, unnecessary courses would atrophy and disappear. Virile, vital, confident instruction would be encouraged in the fewer fields, and the whole system would be strengthened by forging stronger units. A budgeting of the resources of our church for even wiser spending in our schools deserves study and cooperation.

## WITH ALL THY MIND

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**A**RE you ambitious for education that you may have a name and position in the world? Have you thoughts that you dare not express, that you may one day stand upon the summit of intellectual greatness; that you may sit in deliberative and legislative councils, and help to enact laws for the nation? There is nothing wrong in these aspirations. You may every one of you make your mark. You should be content with no mean attainments. Aim high, and spare no pains to reach the standard."—*Fundamentals of Christian Education*, 82.

"Jesus did not despise education. The highest culture of the mind, if sanctified through the love and the fear of God, receives His fullest approval."—*Messages to Young People*, 170.

"Be not satisfied with reaching a low standard. We are not what we might be, or what it is God's will that we should be. God has given us reasoning powers, not to remain inactive, or to be perverted to earthly and sordid pursuits, but that they may be developed to the utmost, refined, sanctified, ennobled, and used in advancing the interests of His kingdom."—*Ministry of Healing*, 498.

"It is right that you should feel that you must climb to the highest round of the educational ladder."—*Fundamentals of Christian Education*, 192.

"If placed under the control of His Spirit, the more thoroughly the intellect is cultivated, the more effectively it can be used in the service of God."—*Christ's Object Lessons*, 333.

"All who engage in the acquisition of knowledge should aim to reach the highest round of progress. Let them advance as fast and as far as they can; let their field of study be as broad as their powers can compass, making God their wisdom, clinging to Him who is infinite in knowledge, who can reveal the secrets hidden for ages, who can

solve the most difficult problems for minds that believe in Him who only hath immortality, dwelling in the light that no man can approach unto."—*Fundamentals of Christian Education*, 375.

"Every faculty, every attribute, with which the Creator has endowed the children of men, is to be employed for His glory; and in this employment is found its purest, noblest, happiest exercise. The principles of heaven should be made paramount in the life, and every advance step taken in the acquirement of knowledge or in the culture of the intellect should be a step toward the assimilation of the human to the divine."—*Fundamentals of Christian Education*, 544.

"The intellect should be cultivated, the memory taxed. All intellectual laziness is sin, and spiritual lethargy is death."—*Testimonies*, IV, 399.

"Let not intellectual slothfulness close up your path to greater knowledge. Learn to reflect as well as to study, that your minds may expand, strengthen, and develop. Never think that you have learned enough, and that you may now relax your efforts. The cultivated mind is the measure of the man. Your education should continue during your lifetime; every day you should be learning, and putting to practical use the knowledge gained."—*Testimonies*, IV, 561.

"God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers. The Lord bids us love Him with all the heart, and with all the soul, and with all the strength, and with all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator."—*Christ's Object Lessons*, 333.

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# Fifteen Speech Books Worth Knowing

*A Highly Selective Bibliography Recommended for  
College and Secondary School Libraries*

**F**ROM the hundreds of volumes available in the general field of speech I have chosen a few that are really significant, books that in my opinion every teacher of the communicative arts—English, public speaking, foreign languages, and preaching—may profitably know. The following list represents such subdivisions of the field as public speaking, interpretation, persuasion, argumentation, voice and diction, and speech correction, but does not represent to any extent such specialized fields as radio speaking and parliamentary law. The brief annotations endeavor to characterize the contents of each book and in some instances indicate my estimate of the work.

**FIRST PRINCIPLES OF SPEECH TRAINING.** By *Elizabeth Avery, Jane Dorsey, and Vera M. Sickels*. 518 + xxxviii pp. New York: D. Appleton-Century Company. 1928. \$3.

Both theory and material for practice make up this very inclusive treatment of the physical and physiological bases of speech, voice training, group discussion, public speaking, and oral reading. The point of view is phonetic. The work is very practical and abounds in excellent voice, articulation, and oral-reading exercises. It is of prime importance in the field.

**THE SHORT SPEECH.** By *James Thompson Baker*. 315 + xvii pp. New York: Prentice-Hall. 1928. \$2.50.

The need of a book devoted exclusively to the short speech is admirably met in this handbook. It presents in brisk, nontechnical style methods for preparing practically every conceivable short speech from announcement to after-dinner speaking. Each chapter begins with an outline. Models of speech types are included.

**PRINCIPLES AND PRACTICES OF SPEECH CORRECTION.** By *James F. Bender and Victor M. Kleinfeld*. 298 + xiii pp. New York: Pitman Publishing Corporation. 1938. \$2.25.

In a speech-conscious age, this book by the authors of *Speech Correction Manual* (1936) is recommended to teachers who are at all concerned with the quality of students' voices. Rich in illustrative aids and bibliographies, it analyzes, diagnoses, and presents remedial procedures for all the common speech defects and disorders. It is decidedly understandable.

**SPEECH COMPOSITION.** By *William Norwood Brigrance*. 385 + ix pp. New York: F. S. Crofts & Company. 1937. \$2.25.

This outstanding book is a revision of the author's *The Spoken Word* (1927) in the light of recent research in the psychology of speech. The treatment of speech purposes follows the psychological steps of response. In my opinion the chapter on "The Psychology of Gaining Acceptance" is the best introduction to the field of persuasion available. There are usable exercises at the end of each chapter, and projects, on detachable sheets, at the end of the book.

**DISCUSSION METHODS.** By *J. V. Garland and Charles F. Phillips*. 330 pp. New York: The H. W. Wilson Company. 1938. \$1.25.

"This book," says the Preface, "aims to present a clear statement of the requirements for current discussion methods together with examples which will show how these methods are used in discussion situations." The comprehensive treatment includes discussions for the informal group, the committee, the panel, the open forum, and the radio, as well as materials for the colloquy, symposium, and debate, and adds a selected bibliography.

**GOOD AMERICAN SPEECH.** By *Margaret Prendergast McLean*. New and revised edi-

tion. 313 + xix pp. New York: E. P. Dutton & Company. 1935. \$2.

*Good American Speech* is a phonetic solution to such problems as the difference between spoken and written English words and standards of pronunciation. Part One outlines historical facts which have caused modern speech problems. Part Two applies the sciences of phonetics and intonation to English pronunciation. While the book has a strong Eastern flavor, it is nevertheless invaluable as a general help.

THE SPEECH PERSONALITY. *By Elwood Murray.* 517 + xii pp. New York: J. B. Lippincott Company. 1937. \$2.75.

In this book Doctor Murray considers speech training "a reconditioning of the student to social situations." Speech is "a social integrator." The book presents procedures in personality development, from which the author considers speech development inseparable. Detachable blanks for testing and reporting are a feature of the volume.

MODELS OF SPEECH COMPOSITION. *Compiled by James Milton O'Neill.* 849 + xviii pp. New York: The Century Company. 1921. \$3.50.

This collection, which makes available in one volume complete copies of 95 typical examples of the chief kinds of public speeches common to contemporary American life, is perhaps the most complete collection of its kind. It covers the fields of forensic, deliberative, demonstrative, pulpit, and lecture oratory in English. It should be readily available. *Modern Short Speeches* (Century, 1923), a collection of simple short speeches, by the same author, is also recommended.

READING ALOUD. *By Wayland Maxfield Parrish.* 401 pp. New York: Thomas Nelson & Sons. 1932. \$2.25.

This addition to the limited collection of books in the field of oral interpretation differs from many of its fellows in presenting a wealth of text material with highly selected examples for practice. It seeks to develop adequate mental and emotional responsiveness to meaning, and the power to communicate such appreciation. It follows the Blair-Whately-Clark tradition.

THE HISTORY OF PUBLIC SPEAKING. *By Mabel Platz.* 301 pp. New York: Noble & Noble, Inc. 1935. \$2.50.

Miss Platz's book offers a comparative study of world oratory from its beginnings to the close of the World War period, with an extensive bibliography at the close of each chapter. The work is invaluable as practically the only single volume covering the whole field. It supplants much of Sears' *History of Oratory* (1895).

POETRY ARRANGED FOR THE SPEAKING CHOIR.

*By Marion Parsons Robinson and Rozetta Lura Thurston.* 405 pp. Boston: Expression Company. 1936. \$2.50.

Part One of this book defines choral speaking, traces the art from Israel and Greece to the present, and explains methods worth following to increase the enjoyment of poetry and the quality of readers' voices. Part Two presents poems for choral interpretation—from the Bible to contemporary literature, with suggestions for reading. Part Three includes an extended bibliography. This book deserves the attention of all teachers of language and religion.

HISTORY OF AMERICAN ORATORY. *By Warren Choate Shaw.* 713 + xi pp. Indianapolis: The Bobbs-Merrill Company. 1928. \$3.

This comprehensive history of American oratory from colonial times through the period of the World War was intended primarily as a textbook in public-speaking courses, but is also of general value in presenting the historical and biographical backgrounds of oratory as a department of literature, with copious bibliographies in the field. An index to orators makes the volume usable.

SPEECH INDEX. *Compiled by Roberta Briggs Sutter.* 272 pp. New York: The H. W. Wilson Company. 1935. \$3.

This indispensable volume fills the need for a ready index to the world's well-known speeches. All the standard collections of speeches available in average-sized public libraries are included, as well as certain other sources. The material is arranged in dictionary form with entries by author, subject, and type, with cross references, in one alphabet.

HANDBOOK OF ARGUMENTATION. By *Russell H. Wagner*. 167 + ix pp. New York: Thomas Nelson & Sons. 1936. \$1.25.

Here is a little handbook which presents the fundamentals of argumentation for use in either written or oral forms, with nothing essential omitted from its 167 pages. Cross-examination and group discussion are considered, and valuable exercises are included. Its motto is: "Minimum of theory, maximum of practice."

SPEECH-MAKING. By *James A. Winans*. 488 + x pp. New York: D. Appleton-Century Company. 1938. \$2.50.

To teachers who know the author's *Public Speaking* (1915, 1917), it is sufficient recommendation to say that this new volume includes the best of the first book with the result of the author's many additional years of practice and research. Its sane treatment of public speaking as enlarged conversation, of outlining, of interest and attention, of the art of illustration, and of the elements of persuasion recommends it to all speakers.

CHARLES E. WENIGER,  
*Professor of English and Speech,  
Pacific Union College.*

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DEVELOPING TEACHER PERSONALITY THAT WINS. By *Chester M. Sanford*. Evanston, Illinois: Row, Peterson & Company. 1938.

The theme of this book is the importance of the teacher's personality and how that personality is "an achievement" and "not an accident." The chief qualities of an attractive personality are examined by the author through personal experiences and observations and by citing illustrations from teachers who have succeeded in building strong personalities.

The importance of service is stressed. "The measure of true greatness is the amount of modest service rendered." The relation of the teacher to the community is pointed out as an opportunity to broaden his range of interests and thus enrich his personality. The teacher's speech and voice have an important bearing on his personality and his success as a teacher.

The last four chapters of the book discuss the problem of student guidance by the teacher, the opportunities for this service, and its importance to the pupils.

The book is well worth reading. It is practical, sensible, and interesting. It contains a wealth of pertinent illustrations which add interest and effect to the lessons developed. The book is particularly valuable for teachers in service in the elementary

and secondary fields. Supervisors, student counselors, and school executives will find the book stimulating and challenging.

W.

THE EDUCATION THAT EDUCATES. By *Marion E. Cady*. 260 pp. New York: Fleming H. Revell Company. 1937. \$2.

This book, written by one of our veteran educators, has received many enthusiastic reviews by religious journals. In these it is referred to as "a very careful study of Hebrew education," "a book of unusual value to all interested in education," "a challenging and helpful interpretation of education," "a timely and thoughtful book," "a volume of unusual merit," "a decided tonic," "a valuable contribution to educational literature that should be in the library of everyone interested in the principles of Christian education," "a superb treatise," and on and on.

These estimates made by careful readers of the book may help those unacquainted with it to a greater appreciation of its genuine values. It is a careful interpretation of modern trends in education in the light of a pattern for instruction given to God's people when He talked directly to them through His prophets. It is a call back to the old paths once so safely followed by Israel.

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## Worth Owning and Reading

- THE EXPANDING PROGRAM OF INDUSTRIAL EDUCATION. Papers presented at the Atlantic City Convention of the American Association of School Administrators. Washington, D.C.: National Education Association. 48 pp. 1938. 25 cents.
- GUIDANCE BIBLIOGRAPHY: OCCUPATIONS. Compiled by Walter J. Greenleaf. 12 pp. Washington, D.C.: U.S. Department of the Interior, Office of Education. 1939. Free.
- THE IMPLICATIONS OF RESEARCH FOR THE CLASSROOM TEACHER. Joint Yearbook of the American Educational Research Association and the Department of Classroom Teachers. 318 pp. Washington, D.C.: National Education Association. 1939. \$1.
- 1939 VITALIZED COMMENCEMENT MANUAL. [High school.] 100 pp. Washington, D.C.: National Education Association. 1939. 50 cents.
- SAFETY AND SAFETY EDUCATION: AN ANNOTATED BIBLIOGRAPHY. By the Safety Education Projects of the Research Division. 64 pp. Washington, D.C.: National Education Association. 1939. 25 cents.
- SCHOOL MONEY IN BLACK AND WHITE. [Statistics concerning Negro education.] 24 pp. Chicago: The Julius Rosenwald Fund (4901 Ellis Avenue). Free.
- SHALL I GO TO COLLEGE? By *Joy Elmer Morgan*. No. 31 of Personal Growth Leaflets series. 16 pp. Washington, D.C.: National Education Association. One cent each [not less than fifty may be ordered].
- VOCATIONAL EDUCATION AND GUIDANCE OF NEGROES. Report of a Survey Conducted by the Office of Education. By *Ambrose Caliver*. 137 pp. Washington, D.C.: U.S. Government Printing Office. 1937. 20 cents.
- WHAT FACTS ARE NEEDED IN DRAFTING A SALARY SCHEDULE? By the Research Division of the National Education Association. 32 pp. (Mimeographed.) Washington, D.C.: National Education Association. 1939. 10 cents.
- EDUCATION FOR AMERICAN LIFE: Regents' inquiry into the character and cost of public education in the State of New York. 167 pp. New York: McGraw-Hill Book Company. 1938. \$2.
- The purpose of this inquiry was to ascertain whether the schools of New York State were adequately serving the people of that commonwealth, and whether the boys and girls leaving the secondary schools had a proper social competence. The inquiry has been the basis of much criticism and a stimulus for improvement.
- THE STUDENT AND HIS KNOWLEDGE: A study of the relations of secondary and higher education in Pennsylvania. A report to the Carnegie Foundation on the results of the high-school and college examinations in 1928, 1930, and 1932. By *William S. Learned and Ben D. Wood*. 406 pp. New York: Carnegie Foundation for the Advancement of Learning. 1938. Free.
- The fundamental thesis is that the student is of more importance than the curriculum. A sharp challenge to the colleges especially.
- YOUTH TELL THEIR STORY. By *Howard M. Bell*. 273 pp. Washington, D. C.: American Council on Education. 1938. \$1.50.
- Recorded answers of 13,528 residents of Maryland between the ages of sixteen and twenty-four. "In all an absorbing and disturbing picture of youthful frustration—education they cannot afford, work and recreation they cannot find."

## NEWS from the SCHOOLS

MRS. VERA E. MORRISON, professor of education at Washington Missionary College, received the degree of Doctor of Education from the George Washington University on February 22, 1939, at Constitution Hall in Washington, D.C. The title of her doctoral dissertation is "A History of Higher Education Under Maryland Protestant Denominational Auspices—1780 to 1860."

"THE COMMITTEE ON AWARDS of the Alumni Association of The Mayo Foundation has approved the name of Doctor Yeager [College of Medical Evangelists, class of '34] as the recipient for the first award. This award of \$500 has been given to Doctor Yeager for his work in the last two and a half years in the field of electro-encephalography. It was felt that the knowledge he has acquired in this field and its application to clinical practice constitute a real contribution to medical progress."—*Mayo Clinic Bulletin*.

ENTERPRISE ACADEMY is justly proud of Joycove, its remodeled dormitory for girls, which is now completely finished inside. On January 5, twelve girls moved from Rosewild Hall into the new annex, with Miss Ruth Mitchell, school nurse, in charge. Hardwood floors, newly varnished and waxed, new radiant heaters in each room, fresh wallpaper, cream-enameled woodwork, new suites of furniture for the rooms, and a homey parlor, add to the comfort and beauty of the new school home.

OAK PARK ACADEMY "went on the air" on February 26, over radio station WHO of Des Moines, Iowa. The program, which occupied a full hour, consisted of selections by the academy choir and two short addresses by members of the faculty on Christian education.

PACIFIC UNION COLLEGE has enrolled seventy-three students from foreign countries. Of this number, thirty-three are from the Far East, fifteen from South and Central America, eleven from Europe, seven from Africa, five from Hawaii, and two from Canada. These students take an especially active interest in the foreign-mission band.

A BREAKFAST CLUB OF THE AIR, composed of graduates of the College of Medical Evangelists who are licensed radio amateurs, has been organized in recent months. These doctors meet "on the air" each Monday and Thursday morning from seven to eight o'clock. The informal "meetings" consist of fraternal greetings, medical chitchat, and occasionally a round-table discussion of some medical subject of general interest.

THE MALAYAN SEMINARY held its graduation exercises on November 27, at which time a group of seventeen students received their diplomas, having completed the Senior Cambridge course. The class was composed of various nationalities—Chinese, Battak, Javanese, and Tamil. This calls to mind the Lord's great commission to go and preach the gospel to every nation.

A FIELD NATURE SCHOOL is scheduled for the coming summer, July 10-30, by Walla Walla College. It will be directed by Harold W. Clark, professor of biology at Pacific Union College, with several assistants; and the great out-of-doors will be its classroom. Starting from Walla Walla College, the school's itinerary will include the Blue Mountains, Columbia River, and Mt. Hood in Oregon, and Salt Water Park, Emmon's Glacier Camp, and Mt. Rainier National Park in Washington. Eight hundred miles will be covered during the three weeks' study of natural life.

THE WEST AUSTRALIAN MISSIONARY COLLEGE held its closing exercises recently. On Sabbath morning, December 3, eighteen graduates quietly filed into a well-filled church, and took their places to listen to the baccalaureate sermon. On the afternoon of the same day, nine young people signified publicly their desire to follow their Lord by passing through the waters of baptism.

JULIAN L. THOMPSON, of the Emmanuel Missionary College Department of Physical Science, received the degree of Doctor of Philosophy on December 20, from the University of Chicago. Doctor Thompson's study has been of cosmic rays.

WASHINGTON MISSIONARY COLLEGE has more college students enrolled at present than ever before in its history. Second-semester registrants swelled the roster to a new high of 499.

THE CALIFORNIA CONFERENCES were visited during the month of January and the first part of February by Associate Secretary Weaver of the General Department. Secretary A. C. Nelson, in counsel with the superintendents of the four conferences, had arranged an itinerary that embraced visits to most of the elementary schools in each conference, the intermediate schools, the junior academies, regular four-year academies, Southern California Junior College, and Pacific Union College.

A well-organized and intelligent school program is being carried on in all grades of school training. The Home and School Associations and the Home Commission units are pushing forward a progressive program in parent-teacher education. The superintendents of the California conferences are: J. T. Porter, Northern California; V. E. Berry, Central California; W. W. Ruble, Southern California; and W. L. Avery, Southeastern California.

Some features which are receiving special emphasis among the schools in different conferences are: nature study, activities, practical arts and crafts, remedial and supplementary reading, and library additions through new books, suitable reference works, and new maps and charts.

E. R. WARLAND, educational secretary of the South England Conference, reports increased enrollments in the schools in his field the last two years. The increase this year over two years ago is 24 per cent. A teachers' convention is being planned for the near future. We rejoice in these good reports from England.

A HOME AND SCHOOL LEADERS' INSTITUTE was held at Lansing, Michigan, February 12, 1939. About 45 delegates representing 28 elementary schools were present to discuss important problems of organization, activities, and the primary purposes of this vital parent-teacher association. Superintendent Mathews, of Michigan, and Secretary Unruh, of the Lake Union, are the sponsors of this trail-blazing venture.

YAKIMA VALLEY ACADEMY is making outstanding improvements, including a new barn and new garages for the cars of the faculty. The gymnasium has been sided and painted. Concrete steps have been placed at the rear of the administration building. The chapel has been redecorated and rearranged, and there is hope of velure drapes to complete the color scheme.

The girls have spent much time and money in remodeling their parlor. It has been enlarged, the woodwork has been painted, and new wall paper, French doors, and drapes add to its appearance. The boys' parlor has had a fresh coat of kalsomine and paint, with new drapes and pictures. A new study desk and lamps help to make it a most livable place. The addition to the school library of nearly \$200 worth of books assures interesting reading for every student.

THE INCA UNION shows an increase each year in the number of its schools. During the five-year period closing in 1939, there has been a growth from 91 to 142 schools, or an increase of 56 per cent. But in spite of this apparent growth, there are still many children of Adventist parents who are having to attend the public schools. This necessitates their missing one day of school each week because they do not attend on Sabbath, and also subjects them to suffering what is many times worse than physical torture—ridicule and ostracism.

SOUTHERN CALIFORNIA JUNIOR COLLEGE recently passed another milestone when its enrollment for the first time exceeded the five-hundred mark. Its growth from an academy with 94 students in 1922, to a junior college with 504 young people enrolled in 1939, represents a progressive seventeen years' record.

ATLANTIC UNION COLLEGE has received in cash to date \$44,945.09 toward its expansion program, aside from the amount voted by the General Conference toward the work, which will be received as soon as sufficient funds are raised to warrant the beginning of new projects. An additional amount of about \$13,000 from the field is assured within a month or so, aside from the payment of pledges made by the college constituency.

*A Letter From China:*

I just returned from a long, interesting, exciting, and yet profitable, trip to Central and West China.

It will be impossible for me to go into detail regarding everything that happened on that trip, but, briefly stated, we passed through battle lines, were tied up in the city of Hankow and got out of there only two days before the actual turnover, were bombed and went through air raids, and suffered all the inconveniences of travel under the worst war conditions, but we felt that the Lord was with us in a special way, and we came through without any serious mishaps.

As might be expected, the schools in Central China located at Changsha and Hankow were both closed, and it was impossible to get through the lines to visit the one at Yencheng. We made many attempts and tried various ways to get through, but without success. You will be glad to learn that the insurance company has promised to reimburse us for the loss, through fire, of the Yencheng dormitory building. It does relieve us greatly to know that the insurance company will help us out. Just as soon as I can next spring, I want to get to Yencheng. I suppose it will be through Shanghai and Japanese-controlled territory, for Yencheng must now be in the hands of the Japanese.

The school in West China, located at Da Bao, is enjoying the largest enrollment in its history. On this trip I made a very careful inspection, and I have written out a full and complete report of what our schools need to do to become fully accredited with our Division Educational Department. You will be interested to know that while out there I visited Dr. Han Li Wu, the executive secretary of the British Boxer Indemnity Commission. He tells me that they are interested in giving us some financial help for our Da Bao Training Institute, and he asked me to write out a letter stating our needs, especially for the vocational printing department. I made a very modest request for five thousand dollars, and he seemed to feel that no doubt at the next meeting of the committee something would be done to help us. I wish you would join in prayer over this matter, that the Lord will impress those men to give as they can.

On my return from this trip we had just received the communications from the Fall Council, one of which instructed us to move our headquarters back to Shanghai. In view of the situation here in South China at present, with the Japanese army battling away right on the border of the British colony, we felt that we are justified in moving back to Shanghai at this time. The Far Eastern Academy closes school on December 15, and the whole student body and teachers will leave here about the eighteenth or nineteenth, and school will be reopened on January 3 at Ningkuo Road, Shanghai.

The China Training Institute, in its combined program with the South China Training Institute, is enjoying a good year. We have something over two hundred students enrolled in our temporary rented quarters at Shatin. However, the crowded condition must be relieved before another school year begins, and this we are trying to do. Right here I want to express to you three brethren a word of deep appreciation for the help you gave at the Fall Council in securing the grant of \$12,500 U.S. currency to help us in the building of this South China Training Institute. We do, in a measure, appreciate the many calls which come to you from all over the world, and we do understand why it is difficult to meet all of these demands, and for these reasons we are especially grateful for the help you have given. We are hoping that this \$12,500 may be sent out at an early date while the rate of exchange is good. Just today the rate is \$3.45 Hong Kong for \$1 U.S. If we could have that \$12,500 at this rate, it would be about enough to cover the cost of our main school building.

You will be interested to know that thus far in our solicitation campaign here in South China we have secured about \$33,000 Hong Kong money. Combining these two amounts we shall be able to press forward our building program. With the \$12,500 which Professor Griggs tells us is to come from the General Conference next year, we should be able to have enough buildings provided and the essential equipment to enable us to open school in our own quarters early in September next year. This will certainly be a real blessing to the field, and we want you to know how grateful we

are to you men who made it possible. Kindly convey to the General Conference Committee, when you have opportunity, our word of thanks.

D. E. REBOK.

*Educational Secretary, China Division.*

#### *A Letter From India:*

A Hindu who has been in America and is rather modern in his outlook has had one of our graduates from Vincent Hill School working for him. He is very far out from all our people, up in the borders of Kashmir. He sent me a wire a few days ago, saying that this young man, Mr. Kleyn, was seriously ill with erysipelas, and asking us to pray for him. Later on we had a telegram that Mr. Kleyn had died, and two days ago I had a letter giving me the details.

It was far off in the jungle, and of course first of all he tried to find some minister to bury our brother. Hindu and Mohammedan customs are quite different, as the Hindus burn their dead and the Mohammedans bury only in Mohammedan burying places. He went to the Church of England minister, who refused to have anything to do with the matter; so he was obliged to bury him on his own farm. He said that he buried him in the name of God Almighty and said the burial service to the best of his ability. This would seem rather strange, I know, to us in the homeland, to have a Hindu carrying out a funeral service for one of our Adventists, but it could not be helped in this case. Had he known the address of our minister in Lahore, he might have got in touch with him by telegram, but as it was he had to make the best of the situation.

I think it shows at least the influence that our brother had upon him, for he certainly knew something of the forms of Christianity and had some idea of what was expected. This man has two brothers in Vincent Hill School as a result of Mr. Kleyn's influence on him, and it is possible that in some way these people may be brought to accept Christianity and the truth for these last days.

I. F. BLUE, *Principal,*  
*Vincent Hill School, India.*

"THE NERVOUS TENSION was terrible here in Europe during the recent crisis. Indeed we are thankful for 'a little time of peace'—but poor Europe, when war does come! And how I pity our young people, especially the boys. How many times it was said to me, 'How thankful you should be to be an American!' But for them there is no escape—their country, their homes, their friends, their families, even their own lives are in danger, or will be, and there is no escape—only fight. That is the future which lies before the Adventist boys—these very boys in school.

"I wish I could picture to you what those days were like. No one talked much—there was a grim, drawn expression about their mouths. We ate together in the dining room, all nationalities, wondering if we would be enemies before the next meal. We continued with classes, but nobody studied. Then came the order for certain ones to mobilize. Students began to leave. They knew that if they waited till war was declared, they could carry only ten kilograms (about twenty pounds) with them. Besides, this might be the route for the soldiers, and probably would be a point of attack. No doubt we would have to evacuate in twenty-four hours, and our pleasant rooms would become barracks for soldiers, perhaps a hospital base—because all schools were to be evacuated if war came—why not ours?

"Did we pray? Of course, but down deep in our hearts there was peace. We had no fear for personal safety, but a great pity and sympathy for all our friends, for we knew great trials lay ahead of them if war should come.

"Then the word—peace. Reconciliation had been made. At first we didn't believe. It seemed impossible and, at best, only a delay of perhaps some days or weeks. And then, gradually, the year began to stretch out before us. We could see ahead! Our same, regular routine as before, in our same places, in the same school, with our same friends. We could breathe! And we thanked God for the miracle."

AN AMERICAN TEACHER IN EUROPE.

## EDUCATIONAL PROGRESS

"THE OCCUPATIONAL PROBLEMS OF OUR YOUTH" is the subject of an investigation begun last June and now practically completed. The purpose of this research was to discover the occupational opportunities open to our young people, and to assemble the facts that might help them and their advisers in the problem of making satisfactory occupational adjustments.

The investigation was divided into three main topics. The first was an inquiry into the occupational opportunities open to Seventh-day Adventist youth with some college training. One part of this section has been concerned with the opportunities within the church itself and its institutions. As very little data was available, it has been necessary to make a large number of careful analyses, in order to discover not only the number of young people that are being employed annually by the denomination in its various activities, but also the trends within these various occupations.

As an illustration of the methods used in this study, it was found that no one knew how many openings there are annually for church school teachers. To obtain this information, a card was prepared for every one of the 4,189 church school teachers who have taught for one year or longer during the last eleven years, and the record of each teacher during this period was entered. In this way, it was possible to discover how many new teachers of each sex were employed each year, the number that taught for one year, for two years, etc., and the trends in connection with the work of our elementary teachers. The employment of ministers, academy teachers, and the various classes of workers in our publishing houses and sanitariums, was also carefully studied.

The possibilities for employment of college-trained persons by the denomination itself having been ascertained, the next step was to discover what were the most suitable occupations for Adventists in other than denominational service. One phase of this consisted of studying the occupations of representative Adventists in every part of the United States and Canada. Altogether 5,386 families were studied and their occu-

pations classified. Inquiry was then made as to the suitability of their occupations, both from the standpoint of the beliefs and attitudes of Adventists and from the actual experience and opinions of the Adventists themselves engaged in these occupations. It is believed that the findings give us for the first time, an extensive and reliable survey of the occupational possibilities and problems of our people in North America.

Another important part of the investigation concerned the youth themselves. More than 2,000 of the students now enrolled in our colleges and junior colleges and about 1,000 academy students were studied in detail. Their vocational plans were inquired into and other information concerning them was obtained, such as their relative scholastic ability, the factors that had entered into their choices of a vocation, the kind of help that they felt our young people need most, and similar information.

The final and certainly the most significant part of the investigation has been concerned with an evaluation of the vocational choices of our students with reference to the following and other criteria: (1) The distinctive beliefs and attitudes of Seventh-day Adventists. (2) The opportunities for employment by the denomination itself, and the relative suitability of other occupations which are open to Adventists. (3) The abilities, aptitudes, and limitations of the individual students themselves.

The significant facts brought out by this analysis of multiplied thousands of facts gathered concerning our young people, are now being assembled in a document of over 150 pages, about one third of which consists of tables and charts.

THOMAS W. STEEN, *Dean,*  
*Washington Missionary College.*

THE BOARD OF REGENTS held its regular annual session on March 6 and 7 at the offices of the Department of Education. The three secretaries of the department were joined by the other members, as follows: President E. E. Cossentine of Southern California Junior College, Secretary G. R. Fattic of the Southwestern Union Confer-

ence, Principal E. F. Heim of Maplewood Academy, Dean E. H. Risley of the College of Medical Evangelists, and President W. I. Smith of Pacific Union College. Miss Kathryn Jensen of the Medical Department was unable to be present on account of illness.

In addition to the routine of approving the work done in a long list of our academies, much study was given to a number of practical problems that have arisen in our educational work. These included: certification of teachers; the curriculum in the intermediate school; Bible instruction, library lists, and teachers' reading courses for the secondary schools; Board of Regents examinations, their purposes, limits, number, and cost distribution; health education and inspection, and premedical requirements; new criteria for the colleges and a report of recent inspection of the colleges by members of the department; and a number of incidental items.

The session was a very pleasant, informative, and profitable one. The board was informed not only of the large enrollments and advances of the colleges, but of the difficult and perplexing problems that face some of our academies and other schools. Prominent among these perplexities are those that have to do with finance and the proper maintenance of plant, equipment, and faculty.

This board, representing the different types of educational institutions and organizations, appointed committees to study how to integrate and promote our school-work more effectively. The results hoped for are far-reaching, but they must be worked out through the regularly constituted channels.

The organizations and interests represented by the members of the board are very much concerned with proper criteria for judging educational values, but are even more interested in maintaining the high spiritual standard set for our work.

THE CLEVELAND MEETING of the National Educational Association was attended by a number of our educational workers. From the department, H. A. Morrison, J. E.

Weaver, and W. H. Teesdale were there to learn of trends of special interest in the general educational field. Others at the session were: Mrs. Vera E. Morrison and Thomas W. Steen of Washington Missionary College, G. Eric Jones of Atlantic Union College, M. E. Kern of the Theological Seminary, A. H. Rulkoetter and A. Catherine Shepard of Union College, Mrs. Leona Burman of Emmanuel Missionary College, M. S. Culver of Adelpian Academy, T. E. Unruh of the Lake Union Conference, L. L. Murphy of Indiana, G. M. Mathews of Michigan, and Theodore Lucas of Wisconsin.

A few ideas expressed at the convention are selected for reproduction here:

"In times like these, invest in boys and girls. The counsel to investors is to buy at the bottom. When investing in boys and girls, you are always buying at the bottom."—*Willard Givens*. "What America needs is a good old-fashioned home. We should have religion in the home. . . . That civilization that fails to provide for its children and youth is contributing to its own downfall."—*Mary McAndrew*. "America's greatest contribution to the world and to Europe today is the spiritual leadership which it can give. Religion is a very important ingredient in our education."—*Jan Masaryk*. "Unquestionably we are living in the most critical period of American history. The question is not whether one people or one nation will dominate in the world, but rather whether civilization itself will be able to survive this crisis hour."—*Harry E. Barnes*. "There is something wrong somewhere when a country such as America will pay its movie actors \$480,000 a year, and its school teachers \$15 a week. This condition is responsible for the fact that this country is the most crime-ridden country in the world."—*Austin H. MacCormack*. "Most criminals in prison are below the sixth grade. Crime has its roots in ignorance. My best counsel to you as educators is the counsel of Solomon: 'Train up a child in the way he should go; and when he is old, he will not depart from it.'"—*James A. Johnston* (warden of Alcatraz Federal Prison).

A FARM MANAGERS' INSTITUTE was held on February 5, 6, and 7 in the Science Lecture Hall at Emmanuel Missionary College. This is a new type of institute so far as Seventh-day Adventists are concerned. Plans for the session were developed by T. E. Unruh, educational secretary of the Lake Union Conference, who acted under the direction of the Lake Union Educational Board, which has arranged for the teachers in the various fields of study to meet each two years to discuss ways and means of doing better work. About twenty-five academy farm managers and principals were present, several of whom came from the near-by unions. The topics were handled very largely by those in charge of the agricultural work at Emmanuel Missionary College, but everyone attending the institute entered heartily into the discussions.

The keynote of the institute was sounded by President H. J. Klooster, who discussed the topic "Agriculture—the A B C of the Education Given in Our Schools." He pointed out that agriculture is not alone an occupation, but a mode of living wherein the entire family cooperates for the common good of all; and that this working and planning together has definite educational and character values very essential to any well-balanced program of education.

Elder J. J. Nethery, the union president, discussed agriculture as an independent livelihood. He stated that supporting the cause by our means is as much a part of spreading the third angel's message as preaching it from the pulpit. He indicated how the efficient, God-fearing farmer may bring the message to his neighbors through a consistent Christian life and the speaking of a word in season to those who are seeking for light.

The chief aim of the institute was to help the academy farm managers to see the importance of the work to which God has called them, and to determine how they may most effectively help the students and the institution. Over and over, emphasis was placed on higher religious, educational, cultural, and practical standards for our agricultural departments, and the importance of finding some way to overcome the losses so frequently shown in this industry. Professor Earl Beaty of the college account-

ing department presented the cost system in use at Emmanuel Missionary College, which can be adapted to the school farms. All the men went back to their work determined to eliminate guesswork by keeping some cost records.

Other important topics discussed were: "A Homemade Method of Pasteurizing Milk," by W. H. Wohlers; "Growing Your Own Feeds," by Alvin Johnson; "How to Determine the Fertilizer Needs of Your Soil," by Glenn Houck; "Cooperation Between the Farm Department and the Cafeteria," by Maria Hornbacher; and "Organization and Management of Our School Farms," by the writer.

The men of the institute, together with the students of the agricultural department of Emmanuel Missionary College, about one hundred persons in all, gathered in the dining hall for a social hour on Monday evening. A good supper was served by the very efficient matron and her student helpers. In a survey made of the sources of the food supply for the college cafeteria, it was found that about 65 per cent of the required foodstuffs are produced on the college farms.

Before the group separated, Glenn Houck was appointed permanent chairman of the Lake Union Conference agricultural committee, and plans were laid to continue the work which had been begun. The suggestion was also made that it would be profitable to call a larger institute, so that all our farm and institutional managers could have the benefit of these studies to place agriculture on a more satisfactory basis in our academies and colleges.

L. N. HOLM,  
*Department of Agriculture,  
Emmanuel Missionary College.*

THE COLLEGE VIEW CHURCH, which stands at the edge of the Union College campus, has adopted a policy of cooperation with the college in giving young men an opportunity to gain a practical knowledge of church administration. It was observed that many young men were entering the ministry without any training in conducting a church business meeting, and many had never held any office in the church. With this need in mind, the head of the Bible

department of the college was invited to select suitable young men who could be ordained as deacons. At present twelve college students are assisting in this capacity. They act as ushers and serve at the quarterly services for the student family. It is planned that they will, as their work permits, join the older deacons in visiting in the homes. They are privileged to attend all meetings of the church board, and are thus given an insight into the many problems which arise in a large church.

Each year the ministerial seminar of the college has charge of one of the Sabbath morning services. Generally two young men divide the time, and others of their group assist in the service. Many of the students of the college are invited to assist in the Missionary Volunteer work, and others are helping in the Sabbath school divisions. These young people are thus being trained for positions of responsibility.

The regular Sabbath service, which is planned with the college family in mind, begins at eleven o'clock and closes promptly at twelve. Since all campaigns and literature-promotion specials are brought before the church outside this service, the full hour is left for a season of true worship. The village members of the church are urged to invite students to their homes and to take an interest in them and their work at the school.

Before the adoption of these policies the college was seriously considering the organization of a separate church, but it has been demonstrated that such a change is not necessary. A fine spirit of Christian fellowship and cooperation exists between the school and the village. We believe this is as it should be. E. L. PINGENOT,  
*Pastor.*

A SECOND HOME FOR MEN is now nearing completion on the Southern California Junior College campus. Under the unit plan, the dean of men will live in one student home, and a full-time assistant dean of men will live in the other. This arrangement will provide for more intimate student counseling and closer supervision. The unit under construction has the same capacity as the older dormitory, the two

buildings affording accommodations for 160 men.

Because of ground elevation, the new building is two stories on the west half and three full stories on the east half. The first story on the east half contains worship room, first-aid room, sick ward, barbershop, boys' spread room, two storerooms, and furnace room. A recreation room can be opened into the place of assembly for added seating when it is needed. Two young men will occupy each set of rooms, which includes a living room 12 x 16 feet, two clothes closets, and a dressing room containing chest of drawers, cupboard, and wall mirror, and supplied with hot and cold water.

Walls are a special interior stucco of Spanish texture, floors are oak in natural finish, and woodwork is stained a light walnut. The steam radiators are recessed into the outside wall. There are showers and rest rooms on each floor, a parlor off the lobby, a guest room with private shower and rest room, a four-room-and-bath apartment for the dean of men, a student prayer room, a monitor's office, and the dean's office. A two-way room call system connects all student rooms with the monitor's office, and all electric circuits are controlled from this office.

WALTER T. CRANDALL,  
*Dean of Men,*  
*Southern California Junior College.*

SCHOOL ADMINISTRATORS may be tempted at times to think that all accrediting organizations must receive a certain type of obedience and that it is impertinent to offer objections to their criteria or demands. There are some problems yet to be solved.

A joint committee representing the National Association of State Universities and the Association of Land Grant Colleges recently presented its report to national meetings in Chicago. There were four pointed criticisms of the accrediting agencies:

1. There are too many accrediting agencies. Furthermore, accrediting began largely on an institutional basis, was extended to colleges or schools within an institution, and now is getting on a departmental or single curriculum basis.

2. The accrediting agencies are invading the rights of the institutions and destroying institutional freedom and assuming powers vested in boards of control. This applies not only to finances, but also to making an educational program.

3. The costs are becoming excessive.

4. There is too much duplication; there are regional, national, and departmental conflicts.

OBJECTORS TO VOCATIONAL GUIDANCE will find some support for their own views in the reasoning of Dr. Clement C. Williams, president of Lehigh University. He raises three fundamental questions:

"Does not selective vocational guidance exceed the bounds of known educational techniques? Would it be socially advantageous if it were possible? Does the negative or cautionary guidance that is feasible afford a suitable basis for educational diagnosis?"

"Two factors would be necessary for intelligent guidance, namely, a systematic catalogue of the qualities—intellectual, emotional, and volitional—requisite for success in each of the various vocations, those of the near future as well as those now existing, and, correspondingly, an estimate of the aptitudes, urges, and interests of any particular youth seeking guidance. Both of these factors are unknown and largely unknowable."

The entire article "Limitations to Vocational Guidance" is challenging, and may be read in the November 5, 1938, number of *School and Society*.

## Health Education

*Continued from page 15*

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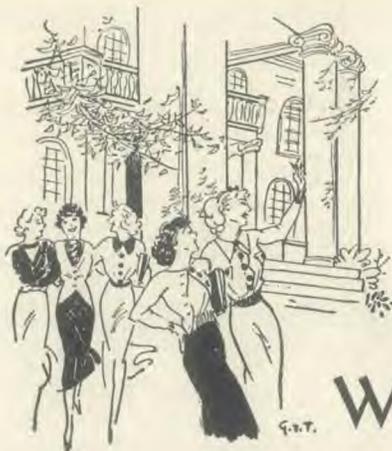
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