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# The JOURNAL of TRUE Education

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

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## **The Schools of Northern Europe**

*W. Homer Teesdale*

ASSOCIATE SECRETARY, DEPARTMENT OF EDUCATION

**W**ITH the frequently recurring international crises and many perplexing internal and domestic problems in each state, it has been difficult to write on the present situation of the schools in Northern Europe. Viewed from the various campuses of the schools in the division and again from Berlin, Geneva, Paris, and London, in the serious days of August, the educational problems have been challenging, and in some places perplexing if not altogether baffling. The youth of today and their parents have become accustomed to close-range views of great changes, and they adapt themselves with apparent ease to new situations. Military training has been less exacting in some countries than in others, but service for one's native land holds a prominent place in the lives of the youth. It is impossible to estimate the effect upon our schools of the current disturbing elements, but the uncertainties of the future make the youth more serious and more conscious of the need of a preparation for whatever lies ahead.

The first week of August was spent by the principals and other representatives of the eight schools of the division at

Onsrud Misjonsskole in Norway. Three members of the General Conference Committee, six from the division office, and a number from the union and local conferences sat in the council with the school workers to consider the problems together. It was a very profitable session and one that marked new hope and plans for the future of the educational task. It had been long delayed by circumstances, but this fact had only improved the appetite for the educational feast so well served by J. I. Robison, educational secretary for the division.

Poland, a center of great interest just now, expects to reopen its school at Bialitz with fifteen students carefully selected for the first year. All will live and study in the main building. Each student will be expected to enroll for all the work offered by the principal, M. Ostapowicz, and his one assistant, E. Klut. This school, with its small number, accepts the responsibility of preparing more workers for finishing the task in that land. Much of their library of nine hundred volumes is in German and English, but they plan to buy their new books in Polish.

Toivonlinna is the name of the school in Suomi, or Finland, the land of beautiful lakes and forests and of a strange language with no prepositions but with fifteen cases to provide for all such emergencies and more. The buildings are founded upon a rock, but are near to beautiful gardens and orchards planted and cared for by the students. During the summer the school becomes the home of guests who are there for rest and health. A. Rintala, a former president of the conference and a man of long practical experience, is principal. The school year has been short, but the students' eyes have been turned to the fields which are already white for the harvest. Student colporteurs have made excellent records.

The school in Latvia, Suschenof, is situated at the edge of Riga. There is a small farm under school control, and some gardening and dairying are done. During this present summer the buildings were occupied by children sent out from the city for health and recreation. The school was in charge of the activities. The principal, E. Klotin, is a young man of some training at Newbold College, and is well acquainted with his people.

In the interesting old city of Tallinn is the school for our youth in Esthonia. In this land is a rapidly growing church of two thousand members, led by men who believe in youth and use them wherever possible. R. Vinglas has been principal of the school for some years, and he is ably assisted by Miss M. Undritz, a young woman who uses with ease and distinction five or six languages besides her own, and Edward Ney, the Bible teacher, who spent this present summer at the Theological Seminary in Washington, D.C. This school is strictly controlled by the government, and all teachers hold state certificates. It not only has the confidence of the church, but is recognized as one of the very best secondary schools in the city.

(At this point I left off copying and attended the Newbold College faculty meeting at ten o'clock, September 3, 1939. We paused a moment to hear "an important radio announcement." The British ambassador had asked Germany at 9 A.M. for assurances concerning the Polish attack. In case they were not received by 11 A.M., the ambassador was to say that from that hour a state of war was to exist, and was to ask for his passports. Much of the hour was spent in earnest prayer for peace. At 11:15 Mr. Chamberlain addressed the nation, saying that no such assurances had been received and that a state of war did then exist between Britain and Germany. Plans were perfected by the faculty for the "blackout" of all lights, which must be in effect from sunset to sunrise. The library, the dining room, and a classroom are being made gasproof for use in case of an aerial attack with gas bombs. Three teachers are already required to spend their evenings at specified stations to aid in protective measures.)

The educational council for the division met in Norway at the Onsrud mission school, about an hour's ride from Oslo. Here on a gently rolling hilltop stand the main building, the new home for girls, and a larger residence shared by several teachers. The young men occupy the upper floors of the main building. Leif K. Tobiassen, a graduate of the school and of Emmanuel Missionary College, gives aggressive leadership. Magnus Larsen has returned from a year at the Theological Seminary to add strength to the teaching. A fifth year of instruction is being added. The library, of a thousand volumes, is to receive liberal additions. The buildings are in fine physical condition. It is hoped to equal last year's record enrollment.

The only buildings actually erected by our conferences for school use are at the Vejle fjord Mission School in Denmark. These are well planned and



solidly built of brick. The campus slopes southward to the edge of the fjord, an arm of the sea with long fingers reaching into the land of the Danes. On the slope, between the school and the water, lie a fruitful and expertly trained and cultivated orchard and garden. P. A. Christiansen, a teacher of long experience, is principal, having taken the place of H. M. Johnson, who did so much to build up the school to its present good physical condition. The principal, with his able faculty, is considering the addition of a fifth year of study for the students who expect to fit themselves for conference work.

The third school for Scandinavia is Ekebyholm, which is situated about halfway between the beautiful city of Stockholm and the seat of the country's famous university, Upsala. The main building was a summer residence of Swedish royalty centuries ago. Then it was known as the castle; now it is a citadel for truth, and a training center for the fine youth of Sweden. As one looks out from the front door over wide stretches of gardens under school care, he sees on the right the girls' home, on the left the boys'. A chapel lies on the north side of the campus, and the denomination's largest school farm stretches beyond. Fine herds of dairy cattle supply more than enough milk for school needs.

During the last days of May, this school undergoes a change and turns into a summer sanitarium, or *pensionnat*, as it is called. Guests from Stockholm and other places come here for rest and recreation. During July and August there was a waiting list for admittance. Many favorable contacts for the truth have been made in this way.

C. Gidlund is supported in his principalship by capable assistants. Six years of work are offered, and the field has felt the strong influence of the youth trained in the school. Envious records have been made in colporteur work; in fact,

students prefer selling books during the summer above any other occupation.

The school intended to serve the entire Northern European Division and to fit workers for the mission fields and for the world-wide British Empire, is Newbold Missionary College, near Rugby, England. The main building stands in the center of an extensive country estate and has been adapted for school use. Two years of work above the secondary school have been offered by the college, and plans are proposed to increase the offerings. This school is in a position to give strength, unity, and a certain degree of uniformity to the educational work of the whole division. Vocational training and industrial development are receiving special attention. President W. G. C. Murdoch is surrounded by an able and well-trained faculty.

The attendance at these eight schools has had a good increase. Last year the Polish school was not operating. The others had an enrollment as follows: Toivonlinna, Finland, 37; Suschenof, Latvia, 44; Tallinn, Esthonia, 36; Onsrud, Norway, 71; Vejlebjerg, Denmark, 76; Ekebyholm, Sweden, 67; and Newbold, England, 115; a total of 446. All schools were represented at the council in August, and were united in progressive plans for the best year of their history. Teachers, principals, and conference leaders saw brighter hopes in the work to be done by these schools. They are to be training centers for workers for the early finishing of the gospel task in these lands. With them rests the responsibility of placing upon the workers the stamp of certainty, and of giving to the preaching of the Word a genuine tone. Their loyalty to the ideals of Christian education, their devotion to truth, their singleness of purpose, and their training and experience, assure the realization of our hopes in them. We pray that no disaster will obstruct them in their high purposes.

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## Remedial Reading

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*Dorothy White-Christian*

PROFESSOR OF ELEMENTARY EDUCATION, 1929-38,  
PACIFIC UNION COLLEGE

THE problem of the child who reads below the level of his age and grade placement has always been present and will continue to be with us for years to come. The average number of pupils who do not read up to proper levels runs from 8 per cent to 15 per cent, with some classes as high as 35 per cent, but there are few pupils who cannot be taught by the usual classroom teacher to overcome their handicaps. These few either are of very low intelligence or are such unusual cases that they need to be placed under the care of specially trained instructors. Such specialists are found in the clinics at the State universities or teachers' colleges, or in the departments of psychology at the State homes for defective children.

No teacher is responsible for the status of the class in reading at the beginning of her first year in a school. Neither is any teacher with a reasonable load excusable if she neglects to do her utmost to improve the rating of each child who reads below his class standard. Poor reading not only handicaps a child in securing an education, but often has far-reaching effects in personality development and social adjustments. Nothing within our power to do should remain undone in helping all such children.

Three problems face the classroom teacher in remedial reading: (1) finding the difficulties and their causes, (2) finding remedies and materials, (3) finding time in a crowded program.

The difficulties and their causes may be found: (1) in the child himself—for example, low intelligence; physical handicaps, as poor eyesight, auditory

troubles, malnutrition; wrong attitudes built and strengthened by ridicule for past failures, inferiority complexes, and resentment toward others' achievements; (2) in faulty or insufficient training; (3) in home environment and attitudes. Just as a doctor in his diagnosis not only discovers a bad taste in the mouth, but also ascertains the cause of it, so a teacher must test and observe, probe and question, until she knows as far as possible what is wrong and *why*. This may take her into family history, the child's personal history, interests, and dislikes, and into his school record. It will cause her to notice his reactions in the reading class and on the playground. She will administer standard tests, study his health record, and do everything within the power of time and energy to get a picture of the whole child, mentally, physically, socially, and emotionally.

Like the doctor, she must next administer remedies, watch the results, and change the remedies as the case demands. All the time she will encourage the child and herself as progress is made in his reading and her skill. A study of such books as are listed at the close of this article, or a request to your superintendent or to the county librarian for books, will help. The county superintendent or the department of education in your city will tell you where help may be secured for the child who cannot have medical services. The church, or county or city welfare organizations, will help to secure proper food and clothing. The teacher must remember that teaching remedial reading is not different from teaching other reading (after diagnosis),

except that more attention is given to the individual's needs. It usually emphasizes fewer elements at first, becomes cumulative at a different pace, and gets results from normal children in a shorter time.

The material used in such work must be at or below the child's reading level, regardless of his *grade* level, and must be of interest to him. The American Education Press, Inc., 400 South Front Street, Columbus, Ohio, has a large number of graded unit books covering a wide range of subject matter at all grade levels. Such books are urged because, being built on standard vocabularies, they place the same words before the child in many contexts, thus helping him to get instant recognition of many words commonly used. Such recognition is necessary to get the thought while reading rapidly.

When the child's difficulty is an inability to attack new words, training in phonics or some other method of attack must be given. Sometimes the child can pronounce words fluently, but fails to get meaning, or he reads jerkily, pronouncing every word, but fails to get meaning. In the latter case he may be overtrained in phonics; in the former, he needs to be checked for meaning, the teacher being satisfied with general responses at first, but requiring more and more attention to detail as the child's capacity grows. Helpful exercises for such difficulty are found in books listed at the close of this article.

If the child lacks ability to recognize central ideas, or to organize material well, or to remember what he has read, or to suspend judgment on a question, or is inaccurate and hasty, the teacher will need to take up such deficiencies one at a time and continue training, cumulative fashion, until the pupil has reached his grade standard or the limit of his capacity. Whatever the difficulty, it must be met with the proper remedy. Patience,

encouragement, and satisfaction with reasonable achievement are necessary in this interesting work.

The third great problem that faces the teacher is that of time. And this is not the least of the problems, nor is its magnitude to be belittled. A modern reading class does not spend its time reading aloud to the teacher and classmates. Much of the time may and should be used in reading for pleasure, in preparing for oral reading through individual practice, and in acquiring habits of study through well-organized steps. Many of these exercises do not require the constant attention of the teacher. She may gain time for her remedial work, then, through such means as the following:

First, arrange the reading classes so that the periods devoted to them will be together. Second, so organize them that fifteen minutes will be taken for *supervision* of those who need remedial instruction. When drilling is necessary, the teacher may show how, and then divide the group into pairs for mutual aid while she moves from group to group giving suggestions and needed help. Third, group the children according to need rather than grade, placing as partners those who are congenial. Fourth, enlist the help of parents, exercising care that no blame be attached, but emphasizing that recent research has pointed to new methods which you are using. Fifth, try to arrange for unsupervised periods during the day when the remedial work may be promoted.

The need of remedial instruction is not confined to the elementary school. A number of academy and college students need it. For these, half-hour drill periods four times a week should be provided, limiting the number in each group to twelve or fifteen. The same steps should be followed as for elementary pupils: diagnosing, deciding methods and material, and modifying the

*Please turn to page 23*

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# Program of the Secondary School

## *Integration of the Industrial and Academic Features*

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*George H. Simpson*

PRINCIPAL, LAURELWOOD ACADEMY

**I**N studying all phases of Christian education, it is essential to keep in mind the aim, or purpose, of such education—the development of Christian character. Every interest that enters into the educational process should be considered with this purpose in view. Industrial or vocational training has its rightful place in education only to the extent that its importance in character building is clearly seen.

Among some educators there is a tendency to place a premium on that feature of education which is purely mental. They see only drudgery in any type of work that calls for physical exertion. They have never discovered for themselves the blessing in manual labor. "An education derived chiefly from books leads to superficial thinking."<sup>1</sup> Such an education is restricted, and may fall short of the real objectives. True education, the combined training of the head, the heart, and the hand, will develop broad-minded, alert men and women.

The world today needs men who are original in thought and courageous in action. Aid in the development of these qualities may be found in the shop or factory, on the farm, in the kitchen, and, as a matter of fact, wherever men and women perform the practical duties of life. "Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill."<sup>2</sup>

We would not depreciate in any degree the value of literary knowledge. Admonition comes to us that "the intellect should be cultivated, the memory taxed."<sup>3</sup> And still more emphatic are the words, "God requires the training of the mental faculties."<sup>4</sup> Development of the intellect, however, is not entirely dependent upon literary knowledge. Such character traits as judgment, precision, and accuracy are among the highest forms of intellectual culture; yet they will be developed by a thoughtful performance of the common duties of life. It is possible for the routine of the workshop, or the kitchen, to develop strength of mind and stability of character.

A clear, alert mind is essential to the highest mental achievement; a sound mind is dependent upon a sound body; and physical health, in turn, depends upon proper exercise. A regular routine of practical work, especially if the work can be performed in the open air, is the best form of exercise. Such exercise, by keeping the blood stream pure and active, is a definite aid to clear mental processes.

True education is "the harmonious development of the physical, the mental, and the spiritual powers."<sup>5</sup> These powers are all subject to certain laws. By use they will expand and develop, but if neglected, they will deteriorate. It is essential, therefore, in a successful scheme of education, to provide an industrial program that is adequately integrated with the scholastic and spiritual features.

The maintenance of a boarding school involves a large amount of physical labor.



The daily routine includes household and janitorial duties, monitorial responsibility, laundry work, usually farm chores, and other types of work. Frequently, in addition to this maintenance program, an industrial program is developed that gives further opportunity for manual work. Agriculture, printing, baking, woodworking, and various other vocational activities, may be successfully carried on. Each of these industries may become not only a field of educational opportunity to students, but also a source of financial remuneration.

Most of the domestic duties in connection with a boarding school can be dovetailed into the daily schedule with but little difficulty. A problem usually arises, however, in connection with any form of manufacture. To operate profitably, a manufacturing industry ordinarily should be operated throughout the working day.

In some instances, this situation is met by conducting a two-session program. Classes are conducted for two grades in the forenoon and for the other two grades in the afternoon. Thus approximately fifty per cent of the students are free for practical duties each half day. One disadvantage of this plan is that it is more difficult for teachers to work with students in the industrial activities.

One of the practical features of this whole problem is the question of a balanced program for the individual student. In connection with a normal scholastic load, how many hours of physical labor shall the student perform daily? A student under financial pressure may be inclined to attempt balancing his account by adding to his work hours. If financial need is permitted to determine the work load, the result may not always be broken health, but the mental, and possibly the spiritual, welfare of the student may suffer. However, a definite, unqualified answer cannot be given to the question raised. The individual, the

type of work, and other forms of physical exercise taken, are all important factors that enter into the problem. In general, from three to four hours a day of physical exercise or manual labor should balance well with a normal program.

Students with a full work and study program usually stand well in their classes. The value of the moments is realized, and when the hour comes for study, the student knows that his lessons must be prepared at that time. The one who does not engage in physical labor, usually has plenty of time and is tempted to procrastinate. Here, again, mental education profits from coordination with the physical.

A definite responsibility rests upon the school to guide the student in planning his daily schedule of work, study, and recreation. While a portion of the day is definitely arranged for all the students, frequently some do not work to advantage because they lack individual programs for the entire day. In the busy life of a student in school, order and system are absolutely essential to success. Sometimes pertinent counsel from a teacher will enable a student to climb out of the lower third of his class.

In this field of industrial and vocational education, Seventh-day Adventist schools have found it necessary to blaze many new trails. God has given His people a blueprint which outlines a well-balanced program of education "as high as heaven and as broad as the universe."<sup>6</sup> What a responsibility rests upon the educators in this movement to follow this heavenly pattern, which has character building as its chief objective. Divine wisdom will be given to teachers and youth as they unite in this all-important work.

<sup>1</sup> Mrs. E. G. White, *Education*, p. 220.

<sup>2</sup> *Ibid.*

<sup>3</sup> Mrs. E. G. White, *Testimonies for the Church*, Vol. IV, p. 399.

<sup>4</sup> Mrs. E. G. White, *Christ's Object Lessons*, p. 333.

<sup>5</sup> Mrs. E. G. White, *Education*, p. 13.

<sup>6</sup> *Id.*, p. 19.

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## Accident Prevention at Pacific Union College

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*Mary Colby-Monteith*

PROFESSOR OF NURSING EDUCATION  
PACIFIC UNION COLLEGE

**D**URING the school year of 1937-38, there was an alarming number of accidents at Pacific Union College. In fact, accidents occurred with such frequency that insurance companies carrying compensation policies for the school threatened that such protection might be discontinued unless there was a decided reduction in the number of cases.

When school opened in the fall of 1938, the college administration appointed one of the faculty, E. H. Emmerson, to direct a program of accident prevention. He presented the problem to the student body at a chapel program early in the school year.

The members of the class in Health Administration had been casting about for suitable projects to carry out during the school year. Professor Emmerson's chapel talk gave them an idea: Why not take as their aim, "To make Pacific Union College safety-conscious"?

Six of the students, including five graduate nurses, started to formulate their plans by choosing the following objectives:

1. To learn the cause of accidents.
2. To educate for safety.
3. To encourage the installation of safety devices.
4. To reduce the number of accidents.
5. To teach the use of first-aid kits.
6. To reduce the insurance risk.

The class members then met with Professor Emmerson to make more detailed plans. It was decided to visit the various departments of the school to study their particular problems and to

offer any suggestions as to safety devices, et cetera. Visits were made to the following industrial departments: printing, laundry, farm, plumbing, and garage. The men's home, women's home, kitchen, gymnasium, laboratories, swimming pool, and the campus in general were included in the survey. Even the forest, where students cut wood, received a call. The school buildings were checked for fire hazards. Visits to the heads of the departments were well received, and a better understanding of the problems was gained.

After the survey had been made, the nurses decided that the difficulty was not so much in the great number of accidents as in the fact that immediate, adequate attention was not given to small wounds. This neglect necessitated continued dressings and compensation beyond the necessary period. The nurses explained the simple principles of first-aid treatment. First-aid kits were ordered for all departments, and plans were made to demonstrate their proper use after installation.

Emphasis was placed on the prompt reporting of all accidents. A new report blank was perfected, and copies were placed in all the departments.

Several safety devices were installed. Handrails were placed in locations where there was danger of falling, and safety guards were installed over moving machines. The electric wiring received special attention.

A need for illustrative material was felt. The following sources proved most satisfactory:

California State Automobile Association, 150 Van Ness Avenue, San Francisco, California. Posters.

Maryland Casualty Company, Baltimore, Maryland. Traffic posters.

Metropolitan Life Insurance Company, New York City. Booklets for use at all age levels. Very good material.

Motor Vehicle Department, Sacramento, California. Posters on traffic. Booklets of the motor-vehicle code of California. Safety films.

National Fire Protection Association, Boston, Massachusetts. Booklets and posters.

National Health Council, New York City. Bulletin stating where specific information may be obtained and free material secured.

National Safety Council, 20 N. Walker Drive, Chicago, Illinois. Very good posters on general safety.

Travelers Insurance Company, Hartford, Connecticut. Pamphlets on safe driving.

After the materials were received, six weeks were devoted to the displaying of posters in the school homes, shops, classrooms, and halls. Some of the safety posters were made by the prenursing students enrolled in the Health Principles course. Each week a different poster appeared in each location.

A series of chapel programs was planned. In September, Professor Emerson gave a talk on accidents. A few weeks later a speaker from the State highway patrol talked on the subject of safety on our roads. This was followed by a first-aid demonstration given by employees of the Pacific Gas and Electric Company. In the spring, the State forester spoke on fire prevention—a very real problem, because of our geographical situation.

The elementary church school children and their parents were made a part of the safety drive. One of the teachers talked on safety at the morning worship period. After the first talk, the children began to make safety posters, and each day a new picture on some phase of safety appeared. Later the children made safety rules for each of their games.

Copies of the "Check List for Common Hazards in and About the Home" were obtained from the American National Red Cross, and a list was given to each child to take home to his parents. Questions were asked regarding machinery, tools, yard, buildings, animals, and the farm home. The parents were invited to sign and return to the school the following statement: "My child has brought home the Check List for Common Hazards. I am in sympathy with this effort to reduce accidents in our community."

The idea of accident prevention did affect student thinking. One day a girl fell while playing in the gymnasium and sprained her ankle severely. Her first remark was, "Does Elder Emerson have to be notified?"

The safety project continued throughout the first semester, with the following gratifying results, as reported to the college by the insurance company: The decrease in the number of accidents requiring compensation from September 1, 1938, to January 1, 1939, as compared to the same period one year previous, was 37½ per cent. The decrease in the amount of money expended was 51½ per cent.

The students in the Health Administration course felt that the project had been beneficial to them and that their objectives had been satisfactorily achieved. Pacific Union College has become safety-conscious!

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## The Academy Library ♦

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E. Grace Morel

LIBRARIAN,  
MOUNTAIN VIEW UNION ACADEMY

INSTEAD of spending time in a philosophical discussion of the purpose and functions of a library in an academy, I shall proceed to make some concrete suggestions on what the library should contain, how it should be catalogued, and a plan for its administration.

First, it should contain approximately two thousand volumes, and I am very much in favor of keeping it at that figure by a process of intelligent purging of dead timber until there are two thousand volumes that are used and definitely usable. After that point is reached, numbers indicate quality as well as quantity.

Our libraries need books on the subjects being taught in the classrooms, to which teachers can and will send the students for material. Among our needs are interesting books on birds, flowers, insects, and trees, and on applied chemistry and physics. The teachers in these fields should search for up-to-date, readable material. Our libraries are usually quite well supplied with books on religion and world affairs, but beware of dead timber on these shelves. The sewing and cooking classes particularly need up-to-date material. Mathematics and language classes seem to make the fewest demands on the library.

I mention the English classes last. They can use everything used in all the other classes and at least as much more. It is through the English classes that we create a demand for shelves of biographies, travel books, mission books, and inspirational books.

One of our problems is the selection of biographies and books on travel and natural history, that are free from profanity and intolerance toward religion, and that do not portray the seamy side of life. I have read scores of books that would be quite worth while if it were not for such objectionable passages. I read one recently in which a business girl describes her tour of the world and gives fascinating details of life in foreign countries, but she detests missionaries, pities the Pitcairn Islanders because of their reading materials, and narrates gleefully an unfortunate incident at a mission station. We need more of the tone of Anne Lindbergh's *North to the Orient* and Janet Miller's *Jungles Preferred*, but it does take a great deal of searching to find them.

I shall not take time to discuss reference books, but there should be those which are selected on special subjects as well as those which are general in scope. They are important and necessary, and should be up to date.

The value of a library is measured by the completeness of the card index. In addition to shelf list, and author and title cards, there should be subject cards and analytic cards. I am using the list of subject headings published by the Jersey City Library for their vertical file. It is inexpensive and is arranged so that additional subjects may be written in. It contains satisfactory cross-reference suggestions. Material on the liquor problem may be sought for under Intemperance, Alcohol, Alcoholism, Temperance, or Prohibition, but the list of subject headings makes provision for this and

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\*A paper presented at the Pacific Union Conference Secondary Teachers' Convention, held at Southern California Junior College, August 21-24, 1938.

keeps material consistently indexed for future reference.

It takes time to go through all the books in the library and index all sections, chapters, or parts of chapters which contain material that is likely to be called for, but it yields excellent returns. A teacher can send his students to the library to find material on the Crusades, William Miller, or Butterflies, knowing that they will be able to find the material listed in the card index. Incidentally, the teachers appreciate being able to find quickly what there is in the library on a given subject.

Another valuable index is a subject card index of material in back issues of magazines not indexed in the *Abridged Readers' Guide to Periodical Literature*. It may be kept up to date by the student who cares for the mail.

A valuable source of supplementary material is the pamphlet file. There is much free pamphlet material distributed by industrial concerns of all kinds, that is valuable. A drawer in the card case is devoted to the card file of this material. Again the subjects are chosen from the list of subject headings. Cross-reference cards to these subjects should be placed in the main card file. The task of collecting pamphlet material should not be left

to the librarian alone; all teachers should aid in gathering such material.

I staff the library with the members of the library science class. They meet for class once a week and spend a period a day in the library. The work of the course is represented in a notebook which they make, in addition to charging and discharging books, cataloguing books and pamphlets, caring for mail, repairing books, making up special bibliographies on subjects suggested by different teachers, and other routine work. One-half unit of credit is given for the course.

I have not mentioned the financial phase of administration. There seem to be two different policies. In one, the principal sets aside a certain allowance, and the librarian fills the needs as far as possible. The other plan is comparable to the one my father used at home. He would never give me an allowance, and his reason was, "You can always have anything you need if I have the money for it." In the long run, either plan seems to accomplish as much as can be expected.

If you will select books for quality and usefulness, catalogue them accurately and thoroughly, and advertise them intelligently, you will have a library that is used.

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## Educational Work in Hawaii

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*J. Alfred Simonson*

PRINCIPAL, HAWAIIAN MISSION ACADEMY  
AND ADVANCED TRAINING SCHOOL

IT was in 1896 that Elder H. H. Brand realized the opportunities afforded Seventh-day Adventists through the medium of education among the Chinese residents of Hawaii. The Chinese were eager to learn. Schools were few, and the people were in great need of a knowledge of English and in greater need of a knowledge of the gospel.

Professor W. E. Howell responded to the call sent to the General Conference by Elder Brand for a teacher to take charge of the growing work. Professor Howell, with his family, arrived in Honolulu in 1897. Rented quarters were supplied by the Chinese for the school, which grew very rapidly. The merchants and leading Chinese were so appreciative of the work done that a piece of land was purchased and new classrooms and dormitory buildings were erected and turned over to the Seventh-day Adventists for their school, free of charge. This school was named the Anglo-Chinese Academy. In 1901 there were 110 students enrolled. Many of the young people accepted the gospel. The influence of this early school is still remembered by many Chinese in the islands.

After Professor Howell and his family left Hawaii, because of failing health, there arose various political and social conditions that led to the closing of the school. There was seemingly no alternative.

It was not until 1914 that a church school for the children in the Honolulu church was started in a basement room near the old Kinau Street church. This school grew rapidly. Rented quarters necessitated many changes in location as the school developed. Young people

sought admittance, and the school became a mission center again, this time for the Japanese.

Elder and Mrs. H. E. Giddings were called to take charge of the growing school named the Bethel Grammar School. They called for additional help to care for the new students who were enrolling from all parts of the city. The mission purchased property in 1920 and moved the school to its present location. The institution was renamed the Hawaiian Mission Academy, to signify the scope and work of the academy as a mission school for the entire island field.

The Seventh-day Adventist constituency was very small in those early days. Of the 145 students in the elementary grades and the high school, less than fifty were from Adventist homes. Students of all nationalities from all the islands enrolled.

Until 1928 the regular course of study offered in the Government schools was followed. This was supplemented with Bible classes. This arrangement was not satisfactory, and when the Hawaiian Mission was accepted by the Pacific Union Conference as a part of its field, the regular course of study offered throughout the union was adopted by the island schools. This has unified the educational program and strengthened the work.

The educational work has grown with the churches. Until 1925 there was one school operated by Seventh-day Adventists in all the islands. There are now two church schools on the outislands, one intermediate school, and the Hawaiian Mission Academy and Advanced Training School in Honolulu. There are definite calls for three new schools, which

it is hoped will be answered by the fall of 1940.

The increase in church membership, as well as the favorable publicity given the schools, has changed the representation of races in the student bodies. Perhaps nowhere in the world are there schools made up of so many different peoples. This is especially true of the Hawaiian Mission Academy and Advanced Training School. Some of the many groups of peoples represented in its student body are: Hawaiian, Chinese, Korean, Japanese, and Filipino, and Puerto Rican, Spanish, Portuguese, and other Caucasians, and a mixture and blending of many races. Here is a group of young people, gathered from the four corners of the earth, loyal to the flag and nation we love, obedient to the God we serve, and consecrated to the task of giving the last warning message to a perishing world.

Many of the students come from Oriental homes where they are accustomed to bow before the family shrine to the various gods of the Orient. As these students attend regular Bible classes and join in chapel or opening exercises, a change is noted in their attitude and response. Many join the regular student prayer bands and eventually become one with the advent people.

The Advanced Training School, which was added in 1937, will provide strong workers for the church schools, ministers for the rural areas, and Bible workers.

In 1937 an attempt was made to develop vocational training in the Hawaiian Mission Academy and Advanced Training School. A printing plant was purchased and located on the school campus. This department was successful from the beginning. Not only has the shop been a training center, but within two years it has become a self-supporting

unit for the school. The printing instruction and laboratory practice are planned to cover four years of work. This enables the student to become efficient in his work and to have a general knowledge of printing as well as proficiency in a specialized field.

Among other vocational projects and courses which were offered in 1938-39 was a course in radio building and repairing. Used radios, purchased for a very small sum from dealers, were repaired and sold. School patrons and friends brought radios in for repair, for which a nominal charge was made. The success and interest in this line of work demonstrate the fact that valuable training can be given to students, and in the larger schools a small industry can be established.

The camera club developed a project which gives promise of becoming an educational feature as well as a source of income for students. A laboratory for developing, printing, and enlarging was started in the fall of 1938. Before spring one student was earning his school expenses from the work brought in. It is planned that special views will be enlarged, tinted, and mounted as soon as students become proficient in this work. The pictures will then be sold through dealers.

Aside from the special vocational fields mentioned, the regular courses in cooking, sewing, and woodworking are offered.

The educational work in Hawaii has enjoyed blessings of growth. The student body of the schools has changed. Eighty per cent of the students come from Seventh-day Adventist homes. More than 325 young people were enrolled in the school last year. Each year the number increases. The schools of this island field have proved a great blessing to the churches.

## KNOWING AND DOING—An Editorial

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**C**HRISTIAN education, built on the character of God and the principles of His word, has truth as the basis of its teaching and service. The importance and value of this fact is paramount, but the pertinent question is, what is Christian education doing with this God-given knowledge?

From the beginning of time down to the present, man has shown in various ways that he possessed differing degrees of the wisdom and knowledge of God. Patriarchal, Hebrew, and later Jewish history reveal a people who had received the truth of God of which they were proud, and greater or lesser amounts of which they passed on to others.

In Greek and Roman times, there was much virtue in the learning of the time, even though the teaching of truth was specious and error rampant. During the period following this, when the lamp of learning burned low, flickered, and almost went out, truth was found in cloistered halls, in rocky fastnesses, and in hidden recesses of the earth.

In more modern times, we find a vast compendium of knowledge, an accumulation from the ages past, and truth and error are closely affiliated with each other. We are told that truth is a relative value that might be one thing today and something else tomorrow. Such is man's reasoning and wisdom, which the Bible says is foolishness with God. This condition of the world is the reason for the Christian school.

As we look at Christian education today, what evidence is there that the knowledge of God and His truth has made any appreciable difference in the lives of those who have been its devotees and disciples? Are young people living a better and more fruitful life because of

the Christian training they have received? This is the challenge which our Christian schools face today. A knowledge of right without corresponding living or doing is worthless.

To have Christian training in name is not enough; we must have the living of the Christian life. He that knoweth to do good and doeth it not, to him it is sin. The Bible tells of two men. Both had knowledge—they knew; but the final measure of the men came in what they did. One acted upon what he knew, and is called a wise man. The other knew, but did nothing about it; he was a foolish man.

The cause of Christian education is confronted with the problem of demonstrating that Christian living is the best, most happy, and most unselfish living there is in the world. To make this assertion is not enough, even though it is true. The fact must be confirmed by the lives of those who know by experience.

In the parable of the two men just referred to, the foolish man was not called foolish because he did not know, but because of what he did after he knew. Likewise, the wise man had heard no more than the other man, but he had made vastly different use of what he had heard.

Christian education has accepted the Bible as the truth of God, but it cannot be satisfied with this fact. The truth, important and imperative as it is, is not enough. Faith without works is dead. Unless this knowledge and understanding of the truth of God is seen and felt in our lives as teachers, students, workers, and parents, we might easily be classed with the man who built his house upon the sand.

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## THE BIBLE IN EDUCATION

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**T**HE Holy Scriptures were the essential study in the schools of the prophets, and they should hold the first place in every educational system; for the foundation of all right education is a knowledge of God. Used as a textbook in our schools, the Bible will do for mind and morals what cannot be done by books of science and philosophy. As a book to discipline and strengthen the intellect, to ennoble, purify, and refine the character, it is without a rival."—*Counsels to Teachers*, 422.

"Through the study of the Scriptures, we obtain a correct knowledge of how to live so as to enjoy the greatest amount of unalloyed happiness."—*Testimonies*, III, 374.

"The Bible is the most ancient and the most comprehensive history that men possess. . . . Here only is given a history of our race unsullied by human pride or prejudice."—*Education*, 173.

"The earliest as well as the most sublime of poetic utterances known to man are found in the Scriptures."—*Education*, 159.

"There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance, and purity are the secret of true success."—*Education*, 135.

"The Bible is the great agent in the hands of its Author to strengthen the intellect. It opens the garden of the mind to the cultivation of the heavenly Husbandman."—*Fundamentals of Christian Education*, 111.

"The effort to grasp the great truths of revelation imparts freshness and vigor to all the faculties. It expands the mind, sharpens the perceptions, and ripens the judgment. . . . An earnest, reverent study of the Scriptures, bringing the mind of the student in direct contact with the infinite mind, would give to the world men of stronger and more active intellect, as well as of nobler principle, than has ever resulted from the ablest training that human philosophy affords."—*Great Controversy*, 94.

"To the Bible men will return because they cannot do without it; because happiness is our end and aim, and happiness belongs to righteousness, and righteousness is revealed in the Bible. For this simple reason men will return to the Bible just as a man who tried to give up food, thinking it was a vain thing and he could do without it, would return to food; or a man who tried to give up sleep, thinking it was a vain thing and he could do without it, would return to sleep."—*Matthew Arnold*.

"I have been seriously perplexed to know by what practical measures the religious feeling, which is the essential basis of conduct, was to be kept up, in the present utterly chaotic state of opinion on these matters, without the use of the Bible."—*Thomas Huxley*.

"When young men ask me for advice in the formation of a prose style, I have no counsel for them except this—Read aloud a portion of the Old and another of the New Testament as often as you possibly can."—*Edmund Gosse*.

"There are some books that are absolutely indispensable to the kind of education that we are contemplating, and to the profession [journalism] that we are considering; and of all these the most indispensable, the most useful, the one whose knowledge is most effective, is the Bible."—*Charles A. Dana*.

"I thoroughly believe in education, but I believe a knowledge of the Bible without a college course is more valuable than a college course without the Bible."—*William Lyon Phelps*.

"The Scriptures furnish the best material for thought. They stimulate the soil. They secure the right posture of mind for calm judgment and even for discovery. They correct error. They give positive conclusions. They promote holy states which are favorable to truth. They prevent trifling reasonings by keeping the mind constantly in the presence of the greatest subjects."—*Daniel Webster*.

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## Measuring Classroom Results

**S**TANDARDS for appraising results of classroom procedures are almost as numerous as are teachers in schools. Sometimes a teacher is surprised at the failure of a pupil in the conference final examinations when he has met the requirements throughout the year. Teachers may compare their pupils with neighboring schools and feel some satisfaction if the comparison is favorable. Such procedures may prove helpful to a degree, but the resulting decisions are subjective.

In order to get a check on classroom problems, to learn more of the methods of procedure used by individual teachers, and to get firsthand, objective information as to values of methods being employed by different teachers, the Illinois Conference, under the leadership of Superintendent W. C. Loveless, felt that some results determined objectively might aid in planning a more progressive instructional program.

Study was given to various plans. The teachers and the superintendent were anxious for reliable information concerning the effectiveness of the methods and procedures used. The custom of a superintendent's dropping into the school, participating in worship or some class or recreational activity, and then leaving, with the idea that the school is a success, does not constitute effective or reliable supervision. The visit may be helpful, but the supervisor may not have gained one definite fact concerning classroom procedures. His subjective conclusions may be guesses wide of the mark.

Because reading is considered a fundamental and the foundation of most other subjects, it was chosen as the first project. A survey of the entire elementary field was planned in which the standing of the children as a whole might be ascertained. It is not safe to draw too many conclusions from the results of one test, but tests used in a supervisory manner may become an invaluable aid and indicator.

The tests chosen were the Detroit Reading Test, to be used in grade two, and the

New Standard Reading Test, for grades three to eight. In order to secure results that might be most comparable when tabulated, the task of administering the tests was assigned to one individual. The late opening of some of the schools because of a city quarantine permitted the supervisors to visit more of the schools early in the school year.

The Detroit Reading Test has twenty-four items, based upon the reading of twelve paragraphs. A time limit made the test reveal ability in both rate and comprehension. The test consists mainly of words common to primers and first readers. Three types of material are used—narration, description, and social science.

Each paragraph in the test is followed by two questions, one interpretive and one factual, which are given in the form of multiple choice and answered by underlining one out of four suggestions. The interpretive question requires an answer which betrays the ability of the individual to comprehend the thought of the paragraph and interpret it in a word or phrase. The factual question is so worded as to require recognition of exact words in the given paragraph.

The established norms are for the first month of school, and the rural norm (5.3) was chosen. Forty second-grade pupils participated. During the eight minutes allotted, one little girl completed the test without an error, nineteen pupils were completely lost, and seven others fell below the norm. Boys and girls did equally well. The second-grade group ranked as follows:

Questions	Frequency	Questions	Frequency
24	1	8	1
20	3	6	1
15	1	5	2
14	1	3	2
13	2	2	1
11	1	1	4
9	1	0	19

This test is in a sense diagnostic. When a pupil fails on an interpretive question, it reveals lack of ability to sum up the thought of a paragraph. Failure with factual questions indicates need for exercise in search-

ing for given facts and passing by irrelevant material. By studying the three types of materials included in the test, the type most needed for remedial work may be easily detected.

The type of school from which a pupil came seemed not to matter. One child who ranked near the top was attending a school where all eight grades were being taught by one teacher; another child, ranking low, but equally intelligent, came from a school where the teacher had few grades. A quiet, retiring teacher was thought by her board to be doing mediocre work, but when they found their children ranking high, nothing could induce them thereafter to desire another teacher.

Each teacher had the privilege of studying with the supervisors the results from her own pupils. At the institute, with all teachers present, comparative charts were presented, with totals for the entire field. Individual and group supervision played its part. Back to their pupils went an appreciative, cooperative group of teachers, to the task of introducing new devices or modifying old ones, improving their most effective methods, and seeking for better results. Guesswork was being eliminated.

There are different degrees of ability in both teacher and pupil. The success of a teacher is not to be judged on whether her children rank in a certain quartile, but rather on their progress at their intellectual level. Neither is an individual child to be classified on the basis of a single test. This is a measure of group ability.

The following is a tabulation of grades three to eight on the Stanford Reading Test.

PARAGRAPH MEANING												
Actual Grade	Below	READING GRADE										Total
		2	3	4	5	6	7	8	9	10		
8					3	5	8	12	10	11	49	
7				3	4	3	5	7	4	9	35	
6				6	11	10	5	7	3	4	46	
5	1		3	5	10	10	2	2	2		35	
4	2	5	8	7	7	2	1				32	
3	9	3	13	3	4						32	
Total	12	8	24	24	39	30	21	28	19	24	229	

WORD MEANING												
Actual Grade	Below	READING GRADE										Total
		2	3	4	5	6	7	8	9	10		
8					4	6	13	13	5	8	49	
7			2	1	6	2	3	10	4	7	35	
6				4	17	7	10	2	3	3	46	
5		1	2	9	7	6	6	2	1	1	35	
4	1	3	10	10	8						32	
3	5	7	14	2	1	1	2				32	
Total	6	11	28	26	43	22	34	27	13	19	229	

The table should be read as follows: Of 49 eighth-grade pupils, 3 passed this test on a fifth-grade level, 5 on a sixth-grade level, et cetera. The teacher should be concerned with the wide range of achievement in each grade. What can be expected of an eighth-grade pupil with only fifth-grade reading ability? There is much of interest in these tables to the teachers and superintendent.

This group of 229 boys and girls is an average group, with as fine a corps of teachers, consecrated to the task of Christian education, as may be found in any region. Not all the children in the conference were included, since a few were not accessible in the limited time allowed for the project. It was gratifying to note the fine, cooperative spirit of the teachers, the willingness of the children to participate, and the eagerness of the teachers in seeking suggestions for remedial work and improvement in methods of instruction.

LOTTA E. BELL.

## A Report

THE General Department takes pleasure in presenting this report of the elementary school work carried forward in the North American Division during the past school year. An examination of Table I reveals a number of encouraging and significant facts.

The gain in enrollment of eighty-five pupils this year over last is the largest gain in elementary enrollment the division has had in recent years. It speaks well for all who have had a part in this good record. The increase of twenty-five in number of teachers is a significant gain, and, taken with the net loss of three schools, indicates that schools are uniting to do better work, probably with improved facilities and equipment.

Three union conferences show gains in all three items—schools, teachers, and enrollment. One union shows a loss in schools, a gain in teachers, and a very large increase in enrollment. Two unions reveal a loss in schools and teachers, but a gain in enrollment.

Back of these statistics lie the interest and faithful labors of thousands of loyal, sacrificing parents, of hundreds of devoted, consecrated teachers, and of scores of courageous, earnest men and women in churches and fields who are giving efficient leadership to this work.

In Table II we have a compilation of information that should be of particular interest to elementary teachers as well as to

educational leaders and workers generally.

The number of schools "rated" and "not rated" in the different union conferences, is given in columns 2 and 3. The highest percentage of schools rated according to the Elementary Rating Booklet is 91 per cent, and the lowest is 11 per cent. The average number of schools rated is 57 per cent. Undoubtedly this condition will greatly improve during the present school year.

Column 4 reveals the number of schools having physical examinations for the pupils. One union had 99 per cent of its schools examined, another, 94 per cent; the average for the division is 79 per cent. This is an encouraging report, but surely no one will be satisfied until every pupil in the ten union conferences is given a thorough physical examination at least once each year.

The information in columns 5, 6, and 7 indicates to what extent the physical examination work has been effective. Remedial work should be done wherever the examination indicates a need. Two unions show 94 per cent and 93 per cent respectively of their schools with the remedial work done. The number of schools with remedial work carried out in the entire division is 72 per cent.

In column 7 are listed the gold-star pupils—those who have no remediable defects. One union has one third of its pupils in the gold-star group, and the average for the entire division is 17 per cent gold-star pupils.

TABLE I  
COMPARATIVE CLOSING REPORT OF ELEMENTARY SCHOOLS, TEACHERS, AND ENROLLMENT IN THE  
NORTH AMERICAN DIVISION  
FOR THE SCHOOL YEARS 1937-38 AND 1938-39

Union	Schools		Gain or Loss	Teachers		Gain or Loss	Enrollment		Gain or Loss
	1937-38	1938-39		1937-38	1938-39		1937-38	1938-39	
Atlantic .....	41	44	3 G	56	61	5 G	737	764	27 G
Canadian .....	26	25	1 L	31	31	—	489	536	47 G
Central .....	63	60	3 L	84	78	6 L	1,086	1,101	15 G
Columbia .....	85	88	3 G	123	135	12 G	1,911	1,953	42 G
Lake .....	88	89	1 G	118	116	2 L	2,056	1,927	129 L
Northern .....	36	35	1 L	42	40	2 L	493	515	22 G
No. Pacific .....	93	92	1 L	127	134	7 G	2,113	2,022	91 L
Pacific .....	128	123	5 L	213	218	5 G	4,424	4,554	130 G
Southern .....	114	117	3 G	140	144	4 G	2,331	2,372	41 G
Southwestern .....	73	71	2 L	103	105	2 G	1,343	1,324	19 L
Totals .....	747	744	3 L	1,037	1,062	25 G	16,983	17,068	85 G

TABLE II

COMPARATIVE SUMMARY OF SCHOOL RATING, PHYSICAL EXAMINATION, TEACHER CERTIFICATION, READING COURSE COMPLETION, ENROLLMENT, BAPTISMS, AND EIGHTH-GRADE GRADUATES, FOR THE NORTH AMERICAN DIVISION BASED ON CLOSING REPORTS DUE JULY 15, 1939

Union	Schools							Teachers							Reading Course Cert. Issued	Reading <i>Review</i> Regularly	Salaries Paid for School Year	Enrollment Grades 1-8	Baptisms	Eighth-Grade Graduates 1939
	Number	Rated	Not Rated	Physical Examination Done	Remedial Work Done	Corrections Made	Gold Star Pupils	Number	Certificates											
									Limited	2-Year	3-Year	5-Year	Life							
1	2	3	4	5	6	7	8	9					10	11	12	13	14	15		
Atlantic	44	5	39	36	35	145	76	*61	4	2	10	21	23	26	35	52	764	42	93	
Canadian	25	19	6	16	14	48	3	31	5	7	1	4	1	2	16	9	536	19	29	
Central	60	29	31	34	31	135	78	78	23	9	25	8	13	20	31	62	1,101	82	85	
Columbia	88	50	38	87	83	919	647	135	3	8	38	43	31	25	68	99	1,953	112	204	
Lake	89	51	38	60	58	367	140	116	24	17	30	19	26	22	47	78	1,927	96	195	
Northern	35	26	9	22	20	94	7	40	5	10	13	2	4	6	26	37	515	37	67	
No. Pacific	92	59	33	72	67	445	453	134	51	4	26	15	38	21	47	97	2,022	139	254	
Pacific	123	40	83	116	114	945	1,024	218	12	12	62	67	65	44	116	167	4,554	302	517	
Southern	117	81	36	104	78	238	256	144	45	20	23	28	24	35	61	68	2,372	119	191	
Southwestern	71	65	6	41	39	254	230	105	35	9	9	7	20	11	37	43	1,324	75	98	
Total	744	425	319	588	539	3,590	2,914	1,062	207	98	237	214	245	212	484	712	17,068	1,023	1,733	

\* 1 Secondary certificate.

The number and certification of teachers are revealed in columns 8 and 9. Five unions had 100 per cent of their teachers certificated this past school year, and another had 99 per cent. The number of teachers certificated in the whole field is 94 per cent—a commendable showing.

Column 10 shows that only 20 per cent of the 1,062 teachers had Reading Course Certificates at the close of the school year. We are reminded of a comment seen recently: "Often we have heard about the 'little red schoolhouse.' Has not the time come when we should hear more about the 'little-read teacher?'" The average number of teachers who read the *Review and Herald*

regularly is 46 per cent, as revealed by column 11.

The information in columns 12, 13, 14, and 15 reveals conditions as indicated. The total number of baptisms is 6 per cent of the elementary enrollment for the division. The total number of eighth-grade graduates is approximately 10 per cent of the elementary enrollment.

These tables provide information for reflection and study. Back of these bare figures lie varied and intricate problems, but the knowledge of these facts should serve to encourage more faithful and efficient service by all who are related to these problems.

## BOOK REVIEWS

NAPOLEON IN REVIEW. *By George Gordon Andrews.* xv + 319 pp. New York: Alfred A. Knopf. 1939. \$3.

The eminent historian Carl Becker, who has written a brief introduction to this work, has perhaps given as clear a statement of the aims of the author as can be found by any reader. The book contains little that is new to the student of history in the specific field covered. The aim is rather to challenge interest in a man about whom much has been written, and, coming as it does when dictatorships are prevalent in Europe, a review of the life of one of the earlier dictators is a matter of interest.

The book is written in an entirely unbiased spirit, and the reader is left to form his own opinion of the subject of the sketch. The content of the chapters is given, not to present a connected story of this remarkable man, but rather to show various aspects of Napoleon's character as a key to his accomplishments. The contrasts in his character under varying circumstances are seen throughout the work, and Napoleon lives again as the ardent, tender lover at times, and then as the unscrupulous archdeceiver who would stop at nothing to win the goal of his political ambitions.

No attempt at historical interpretation has been made by the author, who, in a presentation of a series of episodes in the life of Napoleon, has merely brought once again to the reader a picture that was uppermost in the minds of his contemporaries. Seen through the perspective of advancing years and the diligent research of modern scholars, the light and shadows of the picture are only accentuated, not changed. Napoleon remains still an enigma of history.

Privileged as I was to sit under the instruction of the author in the Department of History at Union College during my entire college course, I can see in every chapter a reflection of his classroom instruction. Enough humor is introduced in the work by way of human-interest incidents to hold the attention of the reader to the end. The author's respect for truth and integrity is

seen on every page, and enough sources of divergent views are introduced to indicate the absence of any tendency to dogmatize. The desire to allow the story to be told as presented by others has led at times to the insertion of quotations too long for the work to be stamped as a critical production. Knowing the author's aversion to "Recollections" and "Memoirs" as primary sources, I can see in the too-frequent references to such material in the footnotes, that the author's desire was to stimulate interest in a study of the life of this important dictator rather than to make a critical presentation of any new aspect of Napoleon or his time. As such, the book is well worth reading.

A. W. WERLINE,  
*Professor of History,*  
*Washington Missionary College.*

IMPROVING INSTRUCTION. *By Thomas H. Briggs.* 587 pp. New York: The Macmillan Company. Second Printing, 1939. \$2.50.

This book is the outgrowth from a university course on the improvement of instruction that has been developing for twenty years.

The author gives as the basis of his suggestions a philosophy of common sense which has been enriched by experience, observation, and wide discussion with those concerned with supervision. Starting with a chapter on the meaning of supervision, the author holds that "supervision means to coordinate, stimulate, and direct the growth of teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents toward the richest and most intelligent participation in the civilization in which he lives."

Characteristically, Doctor Briggs delineates twenty-six of the purposes of supervision as an aid to the principal preparing a program of supervision. Two golden rules are formulated to guide teachers and supervisors in thinking about what should be taught and about the methods to be used. Four types of supervision are listed. Instead of corrective supervision, preventive, constructive, and creative supervision is ad-

vocated. The principal should be the leader in the improving of instruction, both in his organization and in his relations with department heads and outside agencies.

Considerable space is given to the purposes of teachers and pupils, the supervisory conferences, teachers' meetings, measurement in supervision, supervisory experimentation, and evaluating supervision.

There are many suggestions in the book for dignifying the conception of supervision and making it effective both in the small rural schools and in the large urban high schools.

At the close of each chapter are challenging exercises which not only increase the understanding of what has been presented, but afford direction on practice to develop powers essential to responsible supervision.

VERA E. MORRISON,  
*Professor of Education,  
Washington Missionary College.*

TEACHING IN THE ELEMENTARY SCHOOL. By Luella Cole. 518 pp. New York: Farrar and Rinehart, Inc. 1939. \$2.50.

This book will be a help to every teacher in the elementary field. A teacher may realize that something is keeping her from reaching the acme of success in her work; she may have observed that the same difficulties have followed her from year to year, or from school to school. A careful study of the first chapter, "Characteristics of a Good Teacher," will doubtless reveal the weak spot. Or a teacher may be disturbed over the proper kind of motivation to be used—is the giving of gold stars to pupils a bribe, or is it a wholesome incentive? The chapter on motivation is especially practical. Then there is the ever-present subject of discipline. The author takes a sane, middle-of-the-road attitude toward the various degrees of misdemeanors and their corresponding punishments. Although the book is organized as a "study book," which makes it easy to find just the thing wanted at the moment, it is intensely interesting, for it is filled with illustrations and everyday happenings.

The book is written entirely from the teacher's viewpoint. Instead of writing this text in the library, as it were, quoting from this book and that, the author, herself an elementary teacher of long service, has writ-

ten this book in the schoolroom. She says in the Foreword: "I have taken as my point of departure the precise needs of teachers now in service, as revealed through statements made by a total of 1,377 elementary school teachers. These statements tell me what teachers consider their most pressing and critical difficulties. . . . It is therefore my intention to be specific and definite, to include all fields about which any considerable number of questions were asked, and to offer suggestions that may be helpful—in the hope that the resulting text will be of practical value to teachers in their daily work."

ARCHA O. DART,  
*Educational Superintendent,  
Potomac Conference.*

## Remedial Reading

*Continued from page 7*

program as the need arises. Suggestive material is listed at the close of this article, but this list is necessarily small. Publishers are sending out a wealth of helps, and information may be secured by a postcard.

A typical group of fifteen members in grades nine to twelve was subdivided into somewhat homogeneous groups, A and B. The class period was forty minutes long. The McCall-Crabb Test Lessons and supplementary reading material were used. During the first third of the period, Group A had two tests from Book V; Group B had two from Book IV. Since all lessons require the same time, these were given simultaneously. A brief discussion as to correct answers was held within each group, the teacher giving help as needed. Scores were kept. In the second third of the period, Group A worked with the teacher in vocabulary or phonic work, or received instruction in some element of study. Group B worked alone, reading along the line of their interest, reading a story and preparing a three-sentence summary of it, or practicing some selection for oral presentation to the class. The third part of the period was like the second, with the groups reversed, Group B working with the teacher, Group A alone. Sometimes the last two thirds of the period was given over to the study with the teacher of some poem.

All members read at least one book a month selected by themselves and approved by the teacher. Every six weeks a new form of a standard test was given, and all who reached the standard for their grade were promoted out of the class. This proved a powerful incentive to work. All members of the class reached their grade level by the close of the semester, having raised their standing from two to four grades. The results were shown in their other classes in improved study methods and in better grades.

Remedial reading instruction should be a part of every elementary school and academy program. It can be done, because it has been done. Try it, and you will succeed; and your students will afterward bless your memory.

#### TESTS FOR READING

- Bureau of Publications, Teachers College, Columbia University, New York City.
- Gates, A. I., *Primary Reading Tests*, Forms 1 and 2. *Types*: (1) Word Recognition, (2) Sentence Reading (revised), (3) Paragraph Reading. *Time*: 15 to 20 minutes. *Price*: Each type, \$2 a 100.
- Gates, A. I., *Silent Reading Tests, Grades 3-8*, Forms 1 and 2. *Types*: (A) Reading to Appreciate General Significance, (B) Reading to Predict Outcomes of Given Events, (C) Reading to Understand Precise Directions, (D) Reading to Note Details. *Time*: About 30 minutes. *Price*: Each type \$2 a 100; sample set and manual, 25 cents.
- McCall and Crabb, *Standard Test Lessons in Reading, Grades 2-7*. *Price*: 25 cents a copy for class orders of 25 or more; sample set of Manual, 1 Book, Student Record Card, 40 cents.
- The Psychological Corporation, Test Service Bureau, 522 Fifth Avenue, New York City. (Bulletins and catalogues, 50 cents to cover costs.)
- Thorndike and McCall, *Reading Scale,*

*Grades 2-12*. *Price*: \$2 a 100; sample set, 10 cents.

Public School Publishing Company, Bloomington, Illinois.

Gray, W. S., *Standardized Oral Reading Paragraphs for Grades 1-8*. *Price*: \$1 a 100.

Gray, W. S., *Standardized Oral Reading Check Tests*. *Types*: (I) Grades 1 and 2, (II) Grades 2-4, (III) Grades 4-7, (IV) Grades 4-8. *Price*: \$1.50 a 100; sample set, 50 cents.

World Book Company, Yonkers, New York.

Green and Kelley, *Iowa Silent Reading Test*, Forms A and B. *Types*: Elementary Grades, High School Grades (9-13). *Price*: \$1.25 a package of 25 with manual; sample set, 20 cents.

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- Thirty-sixth Yearbook of the National Society for the Study of Education*, Part I, pp. 391-416. Bloomington, Illinois: Public School Publishing Company. 1937.
- Twenty-fourth Yearbook of the National Society for the Study of Education*, "Report of the National Committee on Reading," Part I, Chapter 10. Bloomington, Illinois: Public School Publishing Company. 1925.
- Wilkinson, Helen, and Brown, Bertha D., *Improving Your Reading*. New York: Noble and Noble. 1938.



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## Field Nature Work

**D**URING the past summer, field nature work was carried forward in the Pacific, North Pacific, and Northern Unions. The Nature Institute at Pacific Union College, June 5-30, was attended by 85 students. Among those who assisted in the teaching were professor and Mrs. L. H. Cushman from La Sierra College, Donald Hemphill, and Cecil Olmstead. Special lectures were given by Doctor R. E. Hoen, Professor D. A. Courville, and Professor M. E. Cady. Mrs. Gladys Stearns and Mrs. Bertha Truitt led out in plans for nature teaching.

Nature study occupied the full time of those enrolled. Meetings were held at an outdoor amphitheater. Daily field walks occupied part of the morning session. The combined museum collections of Pacific Union and La Sierra Colleges were made available. One trip was taken to the Pacific Coast, where the Armstrong redwood grove and the Bodega State Park were visited. The wide variety of studies presented covered work on trees, birds, flowers, minerals, stars, and other topics.

Following this institute, the first field nature school in the Northwest was held at Walla Walla College, with Professor and Mrs. Ernest Booth in charge. A party of about thirty spent three weeks in the field, visiting the Blue Mountains, Mt. Hood, Puget Sound, and Mt. Rainier. Studies were given on the forest life, birds, flowers, insects, and other natural features in each place.

Leaving the Northwest after this field school, the writer went to Hutchinson, Minnesota, where a ten-day nature-crafts institute was held. This meeting, sponsored by the Northern Union, was supported by the Lake and Central Unions. Crafts work was given by Professor George Stone of Union College. Dr. H. K. Schilling gave astronomy studies, Miss Inez Brasier conducted flower studies, and the writer led out in field, laboratory, and lecture work on general nature topics.

Observations made during these efforts indicate conditions that need study. Sev-

eral types of nature study, such as biology classes, Junior and Senior camps, field nature schools, and nature institutes, have been given sporadic attention, but there has been little clarification of objectives; consequently, the methods have been somewhat aimless and the results uncertain.

There are two objectives to be reached. One is to use nature study as a means of character development; the other, to develop an interest in nature as a means of counteracting the trend toward harmful amusements.

Nature should occupy a place in Christian education second only to the Bible. But, before it can do this, we must have teachers with a knowledge of nature teaching and enthusiasm for it. This problem lies with the college teacher-training departments and the conference educational departments. The following program is presented as suggestive:

1. Every college and junior college should place in its teacher-training curriculum a strong course in nature, with emphasis on practical field methods, adapted to the region in which the school is located.

2. Summer sessions should provide for two types of nature work: general courses for teachers who have had no background in nature study, and advanced work for those who have already obtained the first courses.

3. A field nature school, summer camp, or summer biological station should be operated by one or more colleges, wherein advanced students may carry on specialized research in nature problems.

The determination of our educators to restore nature to its rightful place in the curriculum is evidence that we are moving back to the fundamentals of Christian education. The outlook is more encouraging than it has ever been, and we look forward with enthusiasm and faith, believing that God will bless our efforts.

HAROLD W. CLARK,  
*Professor of Biological Science,  
Pacific Union College.*

## NEWS from the SCHOOLS

PACIFIC UNION CONFERENCE enrollment shows an upward trend. During the last four years, the elementary enrollment increased from 4,101 to 4,570; the secondary, from 1,743 to 2,092; and the collegiate, from 778 to 963. The total enrollment for the past year was 7,725. When the number of young men and women in nursing and medical training is added, the total is 8,273. Educational facilities have been expanded to accommodate this rising tide of attendance. The 123 elementary schools, fifteen academies, and two colleges employ over four hundred teachers.

WASHINGTON MISSIONARY COLLEGE reports an enrollment of over 450 college students during the first week of school. Housing facilities are overtaxed by the unusually large group of boarding students.

THE SOUTHWESTERN UNION CONFERENCE held its annual educational board meeting, September 6, 1939, at Southwestern Junior College, Keene, Texas. Educational Secretary G. R. Fattic presided as chairman and capably directed the heavy list of agenda items. Board members in attendance were R. L. Benton, W. E. Abernathy, F. D. Wells, J. L. McConaughy, I. C. Pound, H. H. Hamilton, A. E. Hall, Ruby Dell McGee, V. W. Becker, J. B. Ross, Lee Carter, R. A. Nesmith, W. D. Pierce, Maurice Dunn, C. O. Franz, and H. K. Phillips. W. O. Belz and Dorothy Harrison attended as visitors. M. N. Campbell and J. E. Weaver were present from the General Conference.

W. L. ADAMS, educational and Missionary Volunteer secretary of the Inter-American Division, sends in a most encouraging report. A comparative summary for the years 1936 and 1938 shows a gain in 1938 over 1936 of 57 per cent in membership, 34 per cent in tithe, and 92 per cent in elementary school enrollment. The largest percentage of gain in elementary pupils, 244 per cent, comes from the Caribbean Union.

SOUTHERN JUNIOR COLLEGE reports a very heavy enrollment. One week before the opening of school, both dormitories were nearly filled.

SOUTHWESTERN JUNIOR COLLEGE reports a substantial increase in enrollment at the opening of school early in September. Prospects are bright for a most successful year, according to President H. H. Hamilton and Business Manager H. W. Emerson.

THE LAKE UNION CONFERENCE educational board held a regular meeting, August 13 and 14, at Berrien Springs, Michigan. Secretary Unruh as chairman directed a busy two-day program. Representatives present from fields and institutions were: J. J. Nethery, H. P. Bloum, H. J. Klooster, A. M. Tillman, W. A. Nelson, G. M. Mathews, H. J. Alcock, M. S. Culver, William H. Shephard, Theodore Lucas, A. H. Parker, Mrs. Leona Burman, H. E. Edwards, and J. E. Weaver.

ATLANTIC UNION COLLEGE finds that a large enrollment brings its problems. On the first day of registration, both dormitories were filled to capacity, as well as two buildings which were provided for the overflow.

N. W. DUNN, educational and Missionary Volunteer secretary of the South American Division, writes encouragingly of the work as he takes a swing around the field. The principles of Christian education and the importance of keeping the objectives of this training clearly in view, are being emphasized.

THE PACIFIC UNION COLLEGE LIBRARY added 1,327 books during 1938-39, bringing the total number to 20,849. During the year, 55,979 book loans were made.

PHILIPPINE UNION COLLEGE has just opened its school year, with an increase in enrollment over last year of 31.2 per cent—from 381 to 500. The school facilities are taxed to capacity, and a new boys' dormitory is needed.

THE MAPLEWOOD ACADEMY FARM has 160 acres under cultivation, and also maintains a herd of over 100 head of cattle. Sugar beets and dairy products are marketed. A large garden supplies vegetables for the school, and nearly two thousand quarts of fruit and vegetables are canned each year.

E. D. HANSON, educational secretary of the Southern African Union, has been strengthening the educational work in his field by preparing detailed syllabi in Scripture and Nature Study for primary schools. Better schools mean stronger missions and a more effective soulsaving program.

ATLANTIC UNION COLLEGE began construction work on its new women's dormitory on July 14, when Dean Pearl Rees and Miss Rowena Purdon turned the first shovelfuls of sod. The work is going forward rapidly.

SOUTHWESTERN JUNIOR COLLEGE, since 1930, has graduated 152 students from its junior college curriculums. Of this number, 30 have since completed a senior college course; 80 are now or have been engaged in denominational work; and 8 are now serving in foreign fields.

THE ATLANTA-SOUTHERN DENTAL COLLEGE has enrolled to date ten Seventh-day Adventist freshmen for its 1939-40 term. Three of its graduates—R. S. Halvorsen, '38, A. F. Guenther, '38, and H. E. Artress, '39—are practicing in the vicinity of Washington, D.C.

THE NORTH PACIFIC UNION reports a total of 3,888 young people enrolled in grades one to sixteen in its 130 schools during the year 1938-39. The distribution was as follows:

	Schools Enrollment	
Grades 1 to 8	92	2,022
Grades 9 to 12	37	1,265
Grades 13 to 16	1	601

The report of 224 baptisms during the school year—139 in the elementary schools and 85 in the academies—is proof of the soulsaving value of our Christian schools.

WASHINGTON MISSIONARY COLLEGE is proud of its new building for elementary-teacher training, which was officially opened on August 1 and is beginning its service at the opening of the current school year.

RUPP MEMORIAL CHAPEL, on the campus of Lynwood Academy, was dedicated on May 13. The building is the gift of Mrs. Emma F. Rupp, and was erected to the memory of her husband, John C. Rupp. Lynwood Academy held its baccalaureate and consecration services in this beautiful chapel.

A BACHELOR OF ARTS DEGREE in Industrial Education is being offered by Pacific Union College. The course is not intended for teachers, but for those who wish to prepare for work in this field.

THE MINISTERIAL READING COURSE has been followed by many educators during the last few years. The course for 1940 is being announced in the October number of the *Ministry*. The five books designated for this year are:

- Public Evangelism*, Shuler.
- The Divine Art of Preaching*, Haynes.
- Origin of Sunday Observance in the Christian Church*, Straw.
- The Commandments of God and the Faith of Jesus*, Andreasen.
- Counsels on Stewardship*, White.

In addition to these books, an elective is to be chosen from the supplementary list. Educators will find in this list some very desirable offerings. All who find time to peruse these books will be amply repaid for their effort.

AMERICAN EDUCATION WEEK will be observed November 5-12, 1939. The general theme, "Education for the American Way of Life," has been subdivided into the following topics for daily use:

- "The Place of Religion in Our Democracy."
- "Education for Self-Realization."
- "Education for Human Relationships."
- "Education for Economic Efficiency."
- "Education for Civic Responsibility."
- "Cultivating the Love of Learning."
- "Education for Freedom."

## EDUCATIONAL PROGRESS

THE ELEMENTARY CURRICULUM REVISION AND TEXTBOOK COMMITTEE was appointed at the educational convention held at Blue Ridge, North Carolina, in 1937. This committee was composed of conference superintendents, union secretaries, and teacher-training directors representing each union conference in North America. It became the privilege and responsibility of this group to review the work of our elementary schools in the light of the instruction given by the Spirit of prophecy, and of current educational practice.

At the fourth meeting, held in Washington, D.C., July 16-24, 1939, the results of the study and experimental work carried on during the two-year period were carefully considered, and recommendations were made and plans outlined which should greatly strengthen our elementary work. The interest and enthusiasm shown by the group as they attacked the various problems, and the unanimous determination to follow carefully the blueprint given us, speak well for the future.

A prerequisite to success in any organization is the setting up of objectives. These serve both as a guide in determining the course to be pursued and as a measure of achievement. Thus it was natural that our first attention should be directed to the study of the principles of Christian education and a statement of its aims. These were carefully examined from time to time in their relation to the various subject-matter fields and methods of technique.

Each subject and each grade was studied in a careful attempt to answer questions such as the following: Is this subject being given its proper place in Christian education? Are there nonessentials which could be omitted to lighten the load of the teacher and make the work more functional in the life of the child? How may the activities of a given class be integrated with other subjects in order that education shall be not merely the gathering of an accumulation of facts, but rather a mastery of the essential skills of learning, a development of desirable study habits, and experience in practical life situations?

Plans were laid to strengthen the teaching of health, nature, and the social studies in all the grades. Consideration was also given to the problem of making the work in our teacher-training institutions more functional as we attempt to improve the quality of instruction in our elementary schools.

It was the unanimous opinion of the committee that this study should result in a unifying of our educational program and give a new impetus to our common task of providing Christian education for our boys and girls.

Alice Neilsen,

*Director of Elementary Teacher Training,  
Walla Walla College.*

A UNION EDUCATIONAL SECRETARIES' COUNCIL was held at the General Conference headquarters, July 23 and 24, 1939. The council was planned by the Department of Education and was presided over by Professor H. A. Morrison. All the union conferences in North America except one were represented.

The primary purpose of the meeting was to clarify the functions of the union educational department, to define the responsibilities of the union educational board, and in general to bring a greater degree of uniformity into our educational practices and procedures. Since six of the ten union educational secretaries in the North American Division have served their fields less than three years, a general study of union conference educational problems seemed imperative, and the council, therefore, met a genuine need.

In addition to the general topics already referred to, the agenda provided for a thorough study of elementary teacher certification, secondary school inspections, sectional meetings for secondary teachers, standards for intermediate schools and junior academies, revision of the secondary curriculum, Board of Regents tests, and a considerable number of minor matters.

Although the time allotted to this meeting was necessarily short, much was accomplished, and many of the objectives of the council were achieved. The leadership of Professor H. A. Morrison and Dr. J. E.

Weaver in this council was greatly appreciated by all the secretaries in attendance, and it was generally felt that the gathering was a most profitable one.

T. E. UNRUH,  
*Educational Secretary,  
Lake Union Conference.*

MODERN LANGUAGE TEACHERS in Seventh-day Adventist colleges feel that, while attendance at annual meetings of national associations of modern language teachers may be stimulating and inspiring, those privileged to be present at the recently held convention of teachers from our own denominational system of schools found it an experience of even greater inspiration. Officially or unofficially, all of our senior colleges and four of our junior colleges, besides two of our larger academies, in the North American field, were represented. A fifth junior college was represented by a paper sent in by the language teacher of that school.

Considerable time was spent in drawing up a series of objectives in language teaching, in view of the list of general objectives in Christian education discussed and adopted in previous joint sessions of the teachers of the three sections, Education, English, and Modern Language.

While the fields outside of North America were represented by only one officially appointed delegate, and that one from England, there were a number present who had taught abroad, and the discussions showed that our language teachers have not forgotten that "the field is the world." The study of foreign languages plays a much greater role in the curriculums of study in European and British countries than it does in the North American field.

The resolutions adopted at this meeting, two of which received favorable consideration at a joint session of the three sections, will be sent out to all our language teachers. Plans were laid for a little six-page mimeographed paper to be brought out five times a year at a total cost not to exceed ten cents a number, including postage, which will embody an exchange of ideas and helpful suggestions from the language teachers of our schools. Those who desire this little news sheet should send

their fifty cents to Mr. A. R. Monteith, Pacific Union College, Angwin, California, who was chosen editor for the next two years. Three assistants were also chosen: Mrs. Edwards for the French, Doctor Reinmuth for the German, and Miss Sorenson for the Spanish.

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

HEADS OF EDUCATION DEPARTMENTS, together with teachers of English and modern languages from our senior and junior colleges, convened in Takoma Park, July 25 to August 21, 1939, in harmony with provision for summer meetings of heads of college departments. Our college teachers are more or less professionally isolated in their respective fields, as far as contact with their fellows in other colleges is concerned, and an occasion like this is essential to their sense of mutual relationship and unity. The fact that the meeting convened at headquarters afforded the delegates opportunity to get better acquainted with the General Conference departments and leaders, and especially with our own Department of Education.

The agenda for the education section consisted of topics reflecting local problems from different schools represented, as well as general problems affecting all the schools. Most of the colleges were represented by one or two delegates, who joined heartily in the free discussion of the problems at hand.

Considerable time was profitably spent in formulating appropriate aims and objectives of Christian education for our schools. The education section gave careful study to teacher training, including selection, qualifications, training, certification, and placement. The entire school program, including courses, texts, methods, and curriculums, was given careful study, and we feel confident that as a result the work of preparing teachers will be greatly strengthened in many particulars.

Emphasis was given to the work of the teacher, to the example of the Master Teacher, and to the importance of magnifying His spirit through all teaching. The devotional hour each day laid on our hearts the sacred, solemn responsibility that rests upon us as teachers.

This occasion and this opportunity call forth our sincere appreciation to all those who have planned and provided this council. Especially do we owe much to Professor Morrison and his staff for the careful plans and wise leadership manifested during the time of the council. We return to our work with renewed zeal and firmer confidence in Christian education. Our prayer is that the blessing of God may continue to attend the work carried on in these colleges, that the principles of eternal truth vouchsafed to them may be exalted in the characters of the teachers and students.

H. R. SITTNER,  
*Professor of Education,  
Walla Walla College.*

TEACHERS OF ENGLISH in Seventh-day Adventist senior and junior colleges met in a departmental convention at Washington, D.C., during July and August of 1939.

The chief purpose of such a convention is to offer the teachers of college subjects an opportunity to study intensively their peculiar problems, and to develop a feeling of fellowship in labor. The teachers in Adventist colleges are faced with a unique situation. They have a different educational ideology. At the same time, they must not give a lower grade of teaching performance. The meeting affords a chance to study ideals and methods of reaching these objectives.

Representatives from all the colleges in the United States and all the junior colleges except one, were in attendance. Walla Walla College sent Merlin Neff, and Pacific Union College had C. E. Weniger and Charles Utt as its representatives. From La Sierra College came J. P. Fentzling. The South and the Southwest were represented by Stanley Brown and Letha Taylor respectively. Thomas Little came as Union College's representative, and Harry Tippet was sent from Emmanuel Missionary College. From New England's Atlantic Union College came Rochelle Philmon-Kilgore. Washington Missionary College was represented by Paul Gibbs and Leo Thiel. Thus eleven people were present. All but four were present at the beginning of the session. Only one had to leave before the close of the meeting.

The plan of carrying on the meeting was simple. An agenda of some fifty items, prepared as the result of preconvention correspondence, was followed in a general way. Much of the time was spent in informal discussion of the methods and devices used by the various English departments.

Some unique and interesting plans were found. One college has a five-semester-hour course in Survey of English Literature, on the upper division level and extending over two semesters. Another college has a dual outline of studies for the English major, one course for the general English major and another for the English major expecting to teach. In one college, Freshman Rhetoric meets five times a week for the student whose secondary-school English program has been weak.

Some question may be raised as to the time spent at these meetings and the general profit resulting from them. It was the experience of the English section that the time was not too long for an unhurried study of their problems. The rush and bustle of the usual hurried convention is not conducive to sound research and careful investigation. As to the profit, one in attendance said at the close of the meeting, "It was the best three weeks I ever spent. I learned more about my problems than I have in any similar time."

LEO F. THIEL,  
*Associate Professor of English,  
Washington Missionary College.*

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