

The JOURNAL of TRUE  
Education



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

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# The JOURNAL of TRUE Education

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## A Nature Clinic

*Oren C. Durham*

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**W**HY, I do believe I could do this for my school," burst out one of the younger teachers who had been eagerly following the secret nature trail for a good half hour.

"Good! Now you are getting the idea."

The trail had been so well laid that even its purpose had been almost hidden. We were making an interesting game out of the serious business of diagnosing and treating the eye and ear ailments of a group of elementary teachers.

In the belief that nature appreciation is as fundamental in character training as is a properly balanced diet in physical growth, it had been decided, in planning the institute program, to include a nature clinic. Accordingly, an experienced naturalist was secured and a generous block of time was allotted for the project.

The regular clinic procedure was to be followed: health examination, diagnosis, temporary treatment, and instruction in diet and hygiene. A question might be raised regarding the advisability of an incomplete audit of a teacher's spiritual health, since the vitality of the inner man cannot be measured by any

one yardstick. It may be answered that no one questions the value of a partial physical examination by a specialist. We insist that a prospective teacher show evidence of systematic training in the doctrines, history, and literature of the Bible. We even go so far as to make sure that Bible knowledge and Bible appreciation shall be an integral part of the regular elementary school program.

In this time of artificial living and ready-made thinking, with its consequent deficiency diseases—spiritual rickets (soft backbones) and mental scurvy—spiritual health reform is as timely as the much-discussed physical variety. We must take every precaution to maintain the resistance of our teachers and those under their influence. Nature understanding and nature activity in proper kind and amount are both food and medicine for hungry, growing children, comparable to that found in the written word. "Ask now the beasts, and they shall teach thee; and the fowls of the air." "The leaves of the tree were for the healing of the nations."

We were particularly fortunate in the place which had been chosen for the in-

stitute—a college campus on a wooded hillside overlooking a peaceful, mile-wide dale. The season was propitious. Autumn foliage was at its best, mockingbirds sang in the persimmon trees, and skies were mostly clear by day and by night. Mars, Jupiter, and Saturn adorned the evening sky, and on the first night the earth flicked its shadow across the face of the full moon. Our cup was made to overflow when we found that an excellent student-built ten-inch reflecting telescope had been placed at our disposal.

*Health Examination.*—The checkup was conducted partly by means of a mimeographed questionnaire and partly by outdoor tests. The questionnaire asked about the teachers' training and experience in nature subjects, and to what extent the nature idea is motivating their teaching.

*Temperature:* The degree of personal interest and enthusiasm could be read with considerable accuracy from the written answers. Individual temperatures ranged from normal to zero, with the nature interest of the group as a whole averaging about 50 per cent of the ideal for teachers. High temperatures were not encountered. No one had developed a nature fever comparable to that enjoyed by David when he wrote the eighth or the nineteenth psalm. One could hardly be surprised at some of the subnormal temperatures when it was observed that 15 per cent of the teachers had received no training in either elementary science or nature study. Those who showed the most enthusiasm for nature were found almost without exception to be Master Comrades. Whether this is cause or effect we are not sure, but certainly the correlation is too pronounced to be dismissed as a coincidence.

*Reflexes:* The results of the outdoor tests which supplemented the answers to the questionnaires were decidedly encouraging in that they often revealed un-

developed spiritual resources. Favorable reactions to nature stimuli were obtained from nearly every person, even though the tests were new to some.

*Diagnosis.*—A detailed report of minor ailments found in a group of sixty persons would make tedious reading, but much may be gained by a consideration of a few of the more serious maladies.

*Night blindness:* We were surprised at the frequency of this eye disease, which is said to be caused by lack of vitamin A. Most of those tested were unable to find their way among the stars. A momentary squint at the sky was all that some could stand, and only a handful had sufficient vision to make profitable use of the wonderful opportunity afforded by the telescope. While night blindness is common everywhere, Adventists should be free of it. The very message we preach presupposes a deep appreciation of a universe planned and sustained by an Architect who is also our personal friend. We can appreciate only that of which we know something.

*Nearsightedness:* Of course, no school board would employ a totally blind teacher, but nearsighted teachers have been accepted in some instances. Teachers with this defect may have no trouble seeing books and schoolroom furniture. In fact, they have very little difficulty indoors, but out of doors they are almost totally blind. They see trees only well enough to avoid walking into them. They can hardly distinguish one bird from another—perhaps a crow from a sparrow, but not a common English sparrow from a white-throated sparrow or a tree sparrow. Some of the teachers at the clinic could see flowers, but not chickadees, or kinglets. Some could not even be bothered to look when a bird was pointed out. But nearly all could see distant objects and difficult details when a real effort was made. The eyes will stand a great deal of abuse.

How much of the beauty of God's

earth, sea, and sky goes begging while our children are being drilled on multiplication tables! What flocks of warblers fly over the roofs of the schoolhouses while notebooks are being filled! And after school, how many teachers must pore over those notebooks while the children hasten to their homework. In the evening, when the heavenly Father's great sky newspaper is spread out over rooftops and trees, how many of these children spread out on the floor their daily bread—the lurid, so-called “funnies”!

**Deafness:** This affliction often accompanies the eye disease just described. Both are largely a result of neglect. Teachers who can easily hear the softest whisper across a twenty-foot room are often unable to hear the call of a cardinal. They instantly recognize the voice of a friend in the next room, but cannot distinguish the song of a house wren from that of a kinglet. Thunder they hear, but do not understand, and the still small voices of the aspens and pines do not register at all. Can a deaf teacher guide the children safely through the din of modern traffic or help them to distinguish between symphony and static?

**Treatment.**—Only a small part of the allotted time was spent on examination and diagnosis. The case reports were quickly filed away for future study, and the greater share of the precious clinic time was spent in thawing out those with the nature “shivers,” opening the eyes of the blind, unstopping the ears of the deaf, and giving large doses of vitamin A (astronomy) and D (the sunshine vitamin).

Interest always begets interest. The

more healthful and experienced teachers assisted the nature leader and the conference educational superintendents to impart their warmth to those who had not enjoyed the full use of their God-given faculties. Those with good vision helped those who could not find their way. Some of the most advanced eye cases responded as did the man in the parable—at first they saw men as trees walking; then they were so far restored as to see every tree clearly.

Five short outdoor treatments and two hours of indoor instruction cannot be expected to work a series of miracles in chronic cases, but a teacher's illness is not necessarily chronic. Self-treatment can be instituted, faulty diets and attitudes corrected. Each person was allowed to write his own prescription.

**Prognosis.**—The end results will be good in almost every case. The educational superintendents plan to follow up the work of the clinic by periodic visits to the various schools and by seasonable circular suggestions.

Schoolroom programs will change a bit, in emphasis if not in outline. Animals, fish, plants, and even creeping things will be welcomed into the schoolroom, or visited and admired out of doors. Discipline problems will be automatically lightened. The Missionary Volunteer Progressive Class work will have new meaning for both teachers and Juniors, and even some of the parents will be inspired to join with their children in a deepened understanding of the workmanship of the Craftsman who doeth all things well.

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## Modern Trends in Education

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*John M. Howell*

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**W**E are living in an age of much thought and expression of ideas and ideals in education. On nearly every hand, in the educational world, we hear people talking of "objectives," "philosophies of education," "the curriculum," "individual differences," "guidance," "social adjustment," "attitudes," "appreciations," and "sense of values." Perhaps there was never a time when so much experimentation was being done in educational matters as is being done now. We are living in a day of changes. Someone has remarked that time was when the teacher's duty was "the teaching of arithmetic;" then the pendulum swung over to "the teaching of Johnny"—it didn't matter much what he was taught, so long as he was being taught—but now the teacher must be prepared to "teach Johnny arithmetic."

While it is difficult to differentiate between some things that appear to be changing and those that are really making some significant transformations, it is evident that the following are some of the modern trends today:

1. A change of emphasis from subject matter to the personality of the pupil. More and more emphasis is being placed on the development of the individual pupil, subject matter being utilized as tool and means, and not as an end in itself. The change is from teaching so much factual material in the subject under consideration to the development of proper attitudes, appreciations, and a sense of values.

2. A change from mass instruction to positive attention to the individual pupil. He is being studied from every angle, and

both the teacher of the grade in which he is and the educational experts are turning their trained eyes on him as an individual, all possible data being utilized for his proper development. This scrutiny is bringing to light some very interesting and helpful facts. It is no longer considered that the IQ is fixed and that the pupil is doomed to remain in the condition in which he has been found by the examination of the educational expert. It has been found that abilities differ so widely that it is impossible to designate a positive IQ in the case of each pupil. And in the light of this fact, educational experts are encouraging the members of the teaching profession to stimulate their pupils to greater activities in the lines for which they have special aptitudes and interests.

3. The subject matter utilized in the process of developing the individual is being reclassified and regraded, some of it being eliminated altogether. It is being recognized that factual subject matter should be placed only where the pupils are capable of understanding it. Even there, every effort is being made to place it in the simplest of language, so that the efforts of the pupil will not be spent in trying to understand the language in which the problem is expressed, but in the solving of the problem instead. One specific instance of reclassification and regarding of subject matter is found in the subject of arithmetic. Much that was once taught in almost any of the several grades is now being taught in grade levels two or three years farther on.

4. A change from considering school as preparation for life to thinking of it as

life itself for each individual pupil. This has brought about many changes, both in the manner of administering the school and in the subjects taught. Literature, the fine arts, the industrial arts, and many other features of the curriculum have undergone great transformation because of this new concept of education. Effort is being made today to enrich the pupil's life and to give him a greater appreciation for the things that he encounters every day, because it is felt that thus he will be able to live a better life in the future.

5. An acceptance of a nonfailure program in many of the larger centers of the land. This change has brought with it a great many other necessary changes. If each pupil is to go right on through the several grades without being asked to repeat any of them, regardless of what his educational experience has been, then certainly the teacher must adopt many a teaching method that she never dreamed necessary before.

This trend is a definite one in the United States. It is one with which all schools, private as well as public, will have to contend. There seem to be two underlying causes: (a) the desire to free the school system of the necessity of employing extra teachers for those grades in which more pupils were made to repeat, while in the other grades there were too few pupils to require the teacher to do a maximum job; (b) the thought that it is fundamentally wrong ever to cause a child to feel that he has failed, and that it is necessary to "pass" all pupils on to the next higher grade at the time when such promotions are practiced in the school system of which the pupil is a part.

At first thought, it might be felt that

this trend has nothing to do with the school that does not wish to practice it, but, if the entire system is given over to the nonfailure program, any given school in it would find it quite difficult to do otherwise than follow suit, unless the pupils and parents of the given school were thoroughly convinced of the excellency of the plan the school desired to follow. If the child does not "pass" in this school, while all the pupils of the school in the next neighborhood have "passed," obviously both the child and his parents will be decidedly of the opinion that the other school is the one they will patronize the following term.

The educational theorist, viewing this problem from the security of his position, says that it is easy to harmonize the two systems—the old system of "passing" the pupil because of definite achievement, and the new nonfailure plan. For him it is simply a matter of the teacher's getting down beside each pupil and making him succeed. Beautiful indeed is the ideal, for if it were executed, no one would ever have need to question the advisability of having each pupil "pass" at the end of the school year.

These are but a few of the modern trends that are making great changes in educational practice today. There are others which seem to be making themselves more and more evident, and with which education in general may soon have to cope. Indeed, this is a time when there is an abundance of material to be used in every kind of classroom, but it is also a day when each teacher will have to be alert in the choosing of the philosophy that is to direct his work, as well as of the materials that he introduces into his classroom day by day.



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# The Secondary-School Laboratory

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Arthur D. Holmes

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SCIENCE teachers have come to look upon the laboratory with an almost reverent awe. They have come to regard it as a near-sacred institution. And true it is that the importance of experiment and demonstration as a necessary part of successful science teaching cannot be overemphasized. However, science teachers have not always had the advantage of the laboratory, nor even the benefit of experimentation by the research worker. Dogma, superstition, and tradition, rather than science, held sway in the ancient world. It was Galileo who inaugurated a new era when, in the early part of the seventeenth century, he dropped light and heavy balls from the top of the Leaning Tower of Pisa to see if the heavy ball fell faster than the light ball. Here was a plea to base reasoning on evidence rather than opinion. Through this early work by Galileo and his contemporaries, Bacon and Comenius, science and science teaching was finding a place of repute in the educational system of that day, a place which was to become increasingly great as civilization and learning advanced.

Investigation and experimentation as carried on by the individual scientist and research worker is very different from the "working" of experiments in our common laboratory periods. In fact, the introduction of the laboratory as a teaching device, in which every student "worked" experiments, did not become an accepted part of the secondary school science program until about 1880 or 1890. By 1885 some provision for laboratory was made by any high school offering chemistry. In 1880 the United States Bureau of Edu-

cation reported only four schools which gave a full-year course in physics with laboratory. Keller<sup>1</sup> states that during the period just preceding 1895, "laboratories had been established in secondary schools throughout the United States and Canada." Thus in a very short time did the laboratory spring into prominence.

This prominence accorded the laboratory as a part of the science-teaching program has been much more pronounced in the physics and chemistry classes than in the junior sciences, general science and biology. While various plans have been devised, the most common practice is to arrange for a three-hour laboratory period each week in the physics and chemistry classes. During this period, the students "work" the experiments as outlined in laboratory manuals, either singly or in small groups. Each student is expected to complete a required number of experiments during the year, usually about forty. The practice in the general science and biology classes has been to do more of the work as class demonstration and require shorter periods if the students work in the laboratory, individually or in groups.

Science teachers have followed this plan or a similar one quite conscientiously for many years. As Hunter<sup>2</sup> has said, "We have set up the fetish of the laboratory." Many teachers have clung to the belief that in some way laboratory work would inculcate right methods of thinking. The glorification of the laboratory was the direct result of this belief.

Science enrollment records present a rather interesting commentary on the efficacy of our science-teaching procedure



for the last few decades. The percentage of students in the entire school enrollment taking physics has dropped from about 22 per cent in 1890 to 7 per cent in 1932. In chemistry the percentage has dropped from about 10 per cent to 7 per cent in the same period. In the younger sciences of biology and general science, the percentage of entire student enrollment in general science increased from about 9 per cent in 1926 to 12 per cent in 1932, and the percentage for biology has remained about stationary at 21 per cent for the same period. It should be noted here that the percentage enrolled in general science would be much larger if it included the very large number of youngsters in our junior high schools who are now so enthusiastically pursuing this study.

The waning popularity of the senior sciences of physics and chemistry, in contrast with the growing enthusiasm accorded the junior sciences, is not an accident. We have used different methods in the two cases. The frank, open, pupil-centered procedure so prominent in the teaching of the junior sciences, which places strong emphasis on the practical and civic outcomes, stands out in contrast with the more formalized, tradition-bound methods of the senior sciences, their emphasis on subject matter and the meeting of college-entrance requirements. This situation should be changed.

The plan outlined below has many excellent features which recommend it to us, and promises to correct many of the faults so apparent in our present practice. The lecture-demonstration method is not altogether a new one, but has been and is being used successfully in thousands of schools today. Some modifications may be necessary, but surely we cannot hope for too much if we continue to follow those ways which have proved to be so inadequate for the present-day school population.

This plan assigns one full hour (57

minutes net) to every class period, or five full-hour periods a week. Preparation for the work of the class period is required the same as for any other class of the same grade. The activities of this hour period vary with the teacher's plans. A large part of the hour may be group discussion or any accepted learning procedure. It may seem better to teach the lesson for the day by the lecture-demonstration method. Demonstration and laboratory equipment is present in the classroom when the period begins.

The procedure from this point on may take one of two common courses. The teacher, with student help and counsel, arranges the apparatus and step by step performs the experiments required for an adequate answer to the problem being studied. The teacher does not dictate the various acts in the experiment. Each act is performed at the suggestion of the group. The teacher is, during this procedure, active as a guiding influence to direct the students' thinking and to aid them in their attempt to learn by experiment the answers to their questions. The direction of the activities of the group is no more difficult under these circumstances than when no demonstration is attempted. In fact, interest is better, since the appeal is both to the eye and to the ear. We must get away from the habit of telling our students the way and doing their thinking for them. Let us teach them to think their way through. How can they learn this better than by conscious teacher guidance as just outlined?

This need not and should not be the program every day. Occasionally, when the demonstration is a simple one and enough apparatus is available, the students may gather in groups of three to five around a table and attempt to do the same sort of thing they have previously done under the more direct teacher guidance. Records of work should be kept in both instances. With some modification,

the laboratory record books sold can be used very nicely. A five-day week may have two or three lecture-demonstration hours, and during the remaining two or three periods, some other plan, such as group discussion, may be followed.

A few of the advantages of such a program are listed below.

1. Less apparatus is needed, since duplication of items is not necessary except in the case of some simpler demonstrations.

2. Less apparatus is broken.

3. The burden of long "lab" periods is removed for both teacher and student. There are no afternoon laboratory periods.

4. Aimless following of directions is lessened.

5. Experiments are more clearly understood.

6. Results are more accurate.

7. Copying and mistrust of results are obviated.

8. The scientific method is taught.

9. Time is saved. There is less wasted motion, as all activities are directed.

10. There is perfect correlation between discussion of the problem and experimental work relating to it.

In our school this program has been in operation for several years. It is most acceptable. The students like it. The school management likes it because of its timesaving feature, and also because extra money need not be expended in needless duplication of apparatus. Fewer and better pieces of equipment can be purchased for even less money. Also all students are working on the same problem at the same time. It seems strange that so simple a solution did not come to us as science teachers earlier. This plan receives the approval and even the recommendation of accrediting boards of high standing, and the schools which adopt this program will find themselves in good company.

There are indeed some problems con-

nected with the inauguration of such a plan in any school. How can we get a 57-minute period for our science classes? First, some other classes, such as typing, bookkeeping, cooking, and sewing, also find longer periods desirable. Next, it is possible at times to begin some classes earlier or to close later so as to provide the full time. These are, of course, individual problems, but they are not at all insurmountable, and they will be overcome when the full value of the plan is visualized.

Finally: (1) We are not following this plan if we as teachers simply work the experiments for our students, tell them what notes to put into their notebooks, and dictate the answers to discussion questions. We must guide the students in their thinking, there must be constant interaction between the mind of the teacher and the mind of the student, but the separate acts of the experiment are the result of student suggestions. The problem is one being investigated jointly by teacher and student. Discussion regarding the problem accompanies and follows the demonstration, so that "discussion" questions found in manuals may be answered readily. (2) We are not following the plan unless we keep an accurate record of our demonstration, quantitative to some degree. (3) We are not following the plan unless our class period is 57 minutes net in length.

Many will see the great advantages of such a plan and adopt it readily. Some will wish to experiment somewhat with the method yet this year. Perhaps while the plan is new it will not seem too easy to operate successfully, but with patience and persevering effort our science teaching will be more fruitful and our work better done when we adopt such a plan in our science classes.

<sup>1</sup> H. L. Keller, *Trends in the Content and Method of Instruction in Secondary School Physics During the Last Three Decades*. Unpublished Master's Thesis, University of Southern California, 1928. Quoted by G. W. Hunter, *Science Teaching at Junior and Senior High School Levels*, p. 44. New York: American Book Company, 1934.

<sup>2</sup> G. W. Hunter, *op. cit.*, p. 204.

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## Shall I Study Greek and Hebrew?

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**H**OW much would you pay for a phonograph recording of St. Paul's own voice as he read one of his own epistles? Would the emphasis of the living voice help you to a better understanding of what is contained in that epistle? Sometimes ministers read repeatedly a certain text, emphasizing various words. The student of the Bible is not so much concerned with what Mr. Jones thinks should be emphasized as he is with knowing what the writer of the text in question meant to emphasize. But, you will say, did the authors underline the emphatic words in the original manuscript as we do when we write English? No, they did not; and the original autographic copies of the books of the Bible have been lost anyway. You might then think that we cannot know which words the author would have emphasized if he had been speaking instead of writing. But in that you would be mistaken.

God, in His infinite wisdom, chose to have the New Testament written in the Greek language, which is a highly inflected language. This makes it possible to change the word order without changing the meaning. For example, if one changes the order in a sentence like, "The father punishes the boy," and writes it, "The boy punishes the father," he has changed the meaning in English. In Greek, however, in the first case the word "father" would have an ending showing that it was the subject of the sentence, the word "boy" would have an ending showing that it was the object of the verb, and the Greek words could be arranged in the second order without changing the mean-

ing. A word in Greek can then be emphasized by placing it at the beginning or the end of the sentence, or simply by placing it in some position other than the normal one. Therefore, in the New Testament Greek text, there is really the equivalent of a phonographic record.

Are there not excellent versions of the Bible? Certainly, and they are inspired just so long as they give the thought of the original. When a Spanish version makes John say in the Revelation, "I was in the Spirit on Sunday," or when an English version makes Christ say to the thief on the cross, "This day thou shalt be with Me in Paradise," the language student has no trouble. He simply says that the translators have failed to render the thought of the original. Because the thought of the original has not been correctly given, we know that these statements in these versions are uninspired.

Are there not excellent Biblical commentators who do know the meaning of the original text? Most assuredly so; but here also their comments are often colored by their theological ideas. Then, too, many of the modern commentators are greatly influenced by the errors of higher criticism. As in science one is urged to study nature itself rather than merely what scientists have said about nature, so in Bible study, if a person is to study the Bible itself rather than what men have said about it, he must study God's word in the language in which it was originally written, and not in the language and wording of some uninspired translator. Of course, the com-

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# Geography in the Elementary School

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*Daisy D. Sturges*

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**A** COMPOSITE whole made up of functioning parts each of which is modified by the others and in turn modifies them, is the cornerstone of the structure of real geography."<sup>1</sup>

Geography is interesting because (1) it has so many phases; (2) it touches human lives at so many points; (3) it is one of the few universal subjects. "A man may live all his life without studying even such common subjects as spelling and grammar, for instance, but he cannot grow up without constant contact with geography."<sup>2</sup>

"The view that it [geography] consists of descriptive facts has been found inadequate as a foundation on which to organize a real science. A new view that does afford such a basis is taking its place. This view holds that the essence of the subject is the relationship between facts rather than the facts themselves."<sup>3</sup>

Geography cannot be bottled up as easily as can some other subjects. It has a ferment in it—life—and it has a tendency to blow out the corks and spread itself profusely over things, over everything. In order to bottle it, you have to take the fizz out of it, and that is just what many of the old-style teachers did. There it is, all by itself, not a bubble in it, with a very flat taste, and of no value as a heart stimulant. It might as well be poured into the sink.

Many standard geography texts contain page after page of the details of industrial processes which from no possible point of view can be classed as geographic, or even as aids to the understanding of geographic relations. These details may make inter-

esting reading, but it is a serious mistake to insert them under the head of geography.

When geography teachers have reached an agreement as to what their subject really is, when this conception has been made clear and definite, and when this has been worked out in a course of study which a nonexpert can tell at a glance is geography and not a mongrel subject containing a little of everything, there will have been laid a foundation for making it the central subject in the curriculum.

The aims and objectives of geography teaching should be:

1. To develop in the pupils a sympathetic understanding of the peoples of the world.
2. To teach them to interpret facts encountered in everyday life.
3. To enable them to find on a map, important places, the localities of which have faded from the memory.
4. To help the pupils gain an appreciation of the beauties of nature.

Up to the present there have been almost no books published from which our children could get an orderly and usable notion of the factors which have made the very interesting land in which they live, and which would at the same time serve as an aid in bridging the gap between what is nature study in the narrow sense and the beginning of real geography. Real geography goes a step farther than nature study. It deals not only with facts open to observation in the home region, but with similar facts and relations in the world outside the observation and experience of the pupils.

There are many geographic problems on climate and soil that give a foundation invaluable to the study of relationships, that are never approached by classes in the social sciences. They do not fuse with chronological subjects, and the only successful method of approach must necessarily be the "tandem" method.

The boys and girls of the middle grades can understand the principles of geography when they are properly taught; yet many teachers are not familiar with the simplest principle. In the Western States the "dust whirl" is very common. Boys enjoy throwing hats into the whirls, and they know that if the hat gets to the center of the whirl, it will rise. If it does not reach the center, but lands on the outer edge, it moves in a counterclockwise direction.

A fourth-grade boy said, "Just before the rain the wind was blowing from the north, but while it was raining I found it was blowing from the south." Go back to the "dust whirl" and study it with him. He can understand that the "high" is a "tag" fellow and follows the "low" across the country. In the southeast quadrant of a Northern Hemisphere cyclone the wind is blowing from the southeast, and one may expect rain in that portion, since masses of air are moving from warmer to colder regions. This may seem complex, but it is simple enough to be dramatized by children. Why is the cyclone wind important? Because it is the solution of the wet or arid condition of a great deal of the land of the earth. This is the reason for the Great Plains' having an annual rainfall of only 20 inches or less. In fact, there are areas all over the world that depend entirely on these cyclone winds for their rainfall, and that explains why there are many different types of agriculture in the world. Of course, the whirlwinds are more easily understood by

children than the cyclone winds, and that may be used to explain a great many deserts, for they are in the trade-wind belt and on the leeward side of mountains.

If the teacher could only remember that geography is more than learning facts about places, she might better understand the necessity of these principles' being applied to situations. There is a relationship between the winds and the surrounding mountains and valleys; between soil and slope and vegetation; between rainfall and the direction of the winds and the nearness to ocean bodies. One can better sympathize with people in the flooded areas and with those in the drouth areas, if he understands why these conditions are unavoidable.

How can the teacher evaluate her work and know that she is teaching real geography? By finding affirmative answers in her own work to the following questions:

1. Has the child learned to interpret facts? The technique is of little importance; the important thing is to arouse the most interest and curiosity possible.
2. Is the child learning how to interpret relationships in his own environment, and can he by this interpretation understand relationships at a distance?
3. Has he been stimulated to think for himself? Is he being conditioned?
4. Has he become so familiar with maps through their intelligent use that he thinks in geographic concepts when he looks at a map? Can he, from a physical map and a good understanding of home geography, under proper guidance, draw reasonably correct conclusions as to what the life conditions ought to be?
5. Is he becoming sympathetic toward other peoples who are not so fortunate as he is?

<sup>1</sup> Harold W. Fairbanks, *Real Geography and Its Place in the Schools*. San Francisco: Harr Wagner Publishing Company, 1927.

<sup>2</sup> Ray H. Whitbeck, "Geography," *World Book Encyclopedia*, p. 2721. Chicago: Quarrie Corporation, 1938.

<sup>3</sup> Harold W. Fairbanks, *op. cit.*, p. 15.

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## The School Baptismal Class

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Thomas S. Geraty

INSTRUCTOR IN BIBLE,  
MOUNTAIN VIEW UNION ACADEMY

THE work of teachers is an important one. . . . We may bring hundreds and thousands of children to Christ if we will work for them.<sup>1</sup> The field of teaching is one great opportunity. Although this profession is replete with necessary schedules, routine, and duties, a number of privileges present themselves. One of the greatest of these is the baptismal class.

If the local elder, pastor, or district leader is unable to conduct the class, the teacher in a one-teacher school has the privilege of cooperating with the holy angels in presenting Jesus to her boys and girls. Hers is a noble task, one blessed of heaven. Where there are several teachers in a grade school or in the junior academy, one who feels the burden, or the instructor delegated, may organize the class.

Never should the instructor feel that this work is unimportant or that the baptismal class is too small. The teacher is helping the Lord to record the names of her students in the Lamb's book of life. Who knows whether a Joseph or a Timothy, a Ruth or an Esther, will come forth from the baptismal class to sustain God's cause?

Frequently the youth reflect on famous personages, made so by rank, wealth, or exploit. They admire a thriving enterprise, a growing institution, or a big business. Nevertheless, they must be helped to see with longsighted vision that "nothing else in this world is so dear to God as His church. Nothing is guarded by Him with such jealous care."<sup>2</sup> Each one must realize that he individually may become the object of heaven's keenest interest.

"But," object some educators, "my pupils are too young to appreciate these truths." What was Christ's response some two thousand years ago? "Suffer little children to come unto Me, and forbid them not." "Feed My lambs." "Him that cometh to Me I will in no wise cast out." And today, through the pen of inspiration, we are told in a tender figure not to lower the standards, but to lower the crib, so that the young of the flock may feed.<sup>3</sup>

Several years ago a poignant cartoon which consisted of two pictures, appeared in the *Sunday School Times*. The drawing on the left was of a group of small children standing before a gowned clergyman with upraised hand in the open doorway of his cathedral. The caption was, "Too Young." The picture to the right illustrated the same group of children in line before a box office at a brilliantly lighted theater. Its title read, "Children Welcome."

Dear teacher, are your children too young to belong to God? Although your group may be immature now for a baptismal class, could you not be getting them ready to say, "Yes, Master, I will follow Thee"? Would a little prayer band be too far in advance of their tender years?

"When the happiest period of their life has come, and they in their hearts love Jesus and wish to be baptized, then deal faithfully with them. Before they receive the ordinance, ask them if it is to be their first purpose in life to work for God. Then tell them how to begin. It is the first lessons that mean so much. In simplicity teach them how to do their

first service for God. Make the work as easy to be understood as possible. Explain what it means to give up self to the Lord, to do just as His word directs, under the counsel of Christian parents.

"After faithful labor, if you are satisfied that your children understand the meaning of conversion and baptism, and are truly converted, let them be baptized. But, I repeat, first of all prepare yourselves to act as faithful shepherds in guiding their inexperienced feet in the narrow way of obedience."<sup>4</sup>

There are four factors which seem essential to success.

1. Teachers must be in character what they wish their students to become.

2. They can lead the children only on the paths which are familiar to their own feet.

3. The Spirit of God does the work. It blesses conscientious and consecrated effort. But the teacher must do her part, and pray.

4. The teacher should talk and pray with the students individually.

As a further guide for the origin and development of such a class in connection with the integrated school program, the following outline is suggestive:

#### I. Purpose of class.

- A. To fulfill God's purpose in the planning of our schools.
- B. To raise the standards of the youth.
- C. To save the souls of our boys and girls.

#### II. Appeal for formation of a class.

- A. To arouse interest in morning worship.
- B. To inculcate principles of right.
  1. By wholesome supplementary reading.
  2. By significant teaching, factual and inspirational.
  3. By fair play and sportsmanship.
- C. To pray and counsel with the students.
- D. To continue the interest in a Week of Prayer.

#### III. Scope of subject matter.

- A. To survey Bible doctrines.
- B. To study steps of conversion.
- C. To know what it means to get ready for heaven.

#### IV. Sources of material.

- A. Bible and Spirit of prophecy.
- B. Bible handbooks.
- C. *Bible Lessons* for Grade Eight.
- D. Baptismal syllabi and notes.
- E. Original and personal collections.

#### V. Presentation period.

- A. Frequency: once or twice a week.
- B. Time.
  1. Before school (for half an hour), or
  2. During school session (if conducted by person other than teacher), or
  3. After school.
- C. Place: in some quiet room.
- D. Procedure.
  1. Choose a thought or gem for the day.
  2. Open with prayer.
  3. Outline study on blackboard.
  4. Read Scripture (each student brings his Bible).
  5. Encourage questions.
  6. Close with prayer.

#### VI. Baptism.

- A. Time.
  1. At end of detailed course of study.
  2. After interrogation and counsel with each candidate.
- B. Place: in one church and at the same service, if possible.

If such a plan or a similar program for a baptismal class is carried on each year under the guidance of God, it will be the capstone of the activities in the school year. Its dividends will be realized fully in a better land. The burden of conducting the baptismal class is not a requirement; it is a privilege!

<sup>1</sup> Ellen G. White, *Counsels to Teachers*, p. 172.

<sup>2</sup> Ellen G. White, *Testimonies for the Church*, Vol. VI, p. 42.

<sup>3</sup> Ellen G. White, *Counsels to Teachers*, pp. 435, 436.

<sup>4</sup> Ellen G. White, *Testimonies for the Church*, Vol. VI, p. 94.

## A DIVIDED HOUSE—*Editorial*

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**F**EBRUARY is the month of the birthdays of two famous Americans, and it is proper for all teachers to exalt the virtues of these two great men—one as a founder, the other as a preserver, of the nation, and both for character and unstinted service in time of crisis.

George Washington was a strong man, dignified and persevering, the kind most needed in his time. His stability and continuity of plan gave the youthful nation a good start. One of his fears was that foreign attachments and a divided loyalty would bring disaster to young America. His Farewell Address is a classic in its appeal to keep a free people from entanglements in dangerous foreign relations.

Abraham Lincoln, born in the South, but a son of the West, embodied characteristics popular in his time. He espoused a needy cause, his patient and persistent fight for which was to make his name immortal. He was totally for the Union, as Washington had been for the Republic, and he used the national forces to preserve it. Moreover, he determined to destroy any organization that threatened the Union. He had earlier lost his fight for a Senate seat, warning the country that the union could not long endure, half slave and half free.

The greatness of Washington and Lincoln is due in part to their wholeheartedness. There were no insidious undermining influences or actions from these men. They raised no cry of tolerance when tolerance meant sheltering un-American propaganda or the infiltrating of purposes to destroy the foundations of the nation.

If anything, the church is less able than the state to endure long if it be half slave

and half free; half bound to worldly masters and only half free to do the will of the Great Teacher; half enslaved to ideals, methods, and customs antagonistic to the church, and only half free to carry out a heaven-born plan for the education of its children and youth.

Upon recommendation, many of our teachers have sought the benefits obtainable in other schools and have returned to their tasks enriched in mind, but thoroughly conscious of some apparent dangers and aware of others more intangible but none the less real. The church, and particularly teachers who must find instruction beyond our present resources, should earnestly and frequently offer a prayer to be kept from the evil in the world.

Our teachers do not go to other institutions to bring the world back into our schools. To do so would be to betray them to influences that would undermine and overthrow the structures of our faith and our world-wide work. These teachers must receive much from earthly sources, but they must drink only pure water, eat only wholesome food, and look only upon genuine beauty and grandeur. They must sort the wheat from the tares, the gold from the dross, and keep themselves unspotted from the world. Then and only then can they realize the true purpose of their graduate work and bring back from the sources materials to be used in erecting the church of God. Their own hearts will not be half slave and half free, unable to long endure, but united and unreserved in the purpose of God. Neither will their house be divided against itself, but solidly joined together to stand through eternity.



## BE YE SEPARATE

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**T**HE Lord would now have every idea that is false put away from teachers and students. We are not at liberty to teach that which shall meet the world's standard or the standard of the church, simply because it is the custom to do so. The lessons which Christ taught are to be the standard."—*Testimonies, VI, 142.*

"If our institutions are what God designs they should be, those connected with them will not pattern after worldly institutions. They will stand as peculiar, governed and controlled by the Bible standard. They will not come into harmony with the principles of the world in order to gain patronage. No motives will have sufficient force to move them from the straight line of duty."—*Fundamentals of Christian Education, 502.*

"Separation from the friendship and spirit of the world is needful for us, if we would be united to the Lord, and abide in Him. Our strength and our prosperity consist in our being connected with the Lord, chosen and accepted of Him. There can be no union between light and darkness. God intends that His people shall be a peculiar people, separate from the world, and be living examples of holiness, that the world may be enlightened, convicted, or condemned, according as they treat the light given them."—*Testimonies, II, 689.*

"The Lord expects our teachers to expel from our schools those books that teach sentiments which are not in accordance with His word, and to give place to those books that are of the highest value. The Lord designs that the teachers in our schools shall excel in wisdom the wisdom of the world, because they study His wisdom. God will be honored when the teachers in our schools, from the highest grades to the lowest, show to the world that a more than human wisdom is theirs, because the Master Teacher is standing at their head."—*Fundamentals of Christian Education, 517.*

"It is high time for Sabbathkeepers to separate their children from worldly associations, and place them under the very best teachers, who will make the Bible the foundation of all study."—*Testimonies, VI, 109.*

"It is God's purpose to manifest through His people the principles of His kingdom. That in life and character they may reveal these principles, He desires to separate them from the customs, habits, and practices of the world. He seeks to bring them near to Himself, that He may make known to them His will."—*Testimonies, VI, 9.*

"There is a wall of separation which the Lord Himself has established between the things of the world and the things He has chosen out of the world and sanctified unto Himself. The calling and character of God's people are peculiar, their prospects are peculiar, and these peculiarities distinguish them from all other people. All of God's people upon the earth are one body, from the beginning to the end of time. They have one Head that directs and governs the body. The same injunctions that rested upon ancient Israel, rest upon God's people now, to be separate from the world."—*Testimonies, I, 283.*

"Worldly influences, like the waves of the sea, beat against the followers of Christ to sweep them away from the true principles of His meekness and grace; but we are to stand as firm as a rock to principle. . . . We can stand firm only as our life is hid with Christ in God. Moral independence is wholly in place when opposing the world. By conforming entirely to the will of God, we shall be placed upon vantage ground, and shall see the necessity of decided separation from the customs and practices of the world.

"We are not to elevate our standard just a little above the world's standard; but we are to make the distinction decidedly apparent."—*Testimonies, VI, 146, 147.*

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## The Teaching of Courtesy

**T**EACHERS know that their goal lies in the development of the child and the youth, spiritually, mentally, physically, and morally. They endeavor to make of these boys and girls well-rounded citizens. As one considers the different activities in which these young citizens are to engage, he finds that each activity has a special code of deportment governing the participants in it. These boys and girls, in their struggle of learning how to become adjusted to this modern age, must learn these rules; in short, they must learn the art of associating with others.

Good manners will make life simpler and easier as well as more charming and successful. Training in courtesy will help the child to move smoothly through his daily experiences. It will enable him to gain friends and favors. In later life, he will find that courtesy and poise are important factors in getting and holding jobs, and that they will aid him in any walk of life.

It is a significant fact that schools everywhere are awakening to the problem of courtesy. Educators are realizing that the home often fails in the important duty of giving instruction in good behavior. In many instances, the pupils themselves, sensing the inadequacy of their training and experience, are demanding definite instruction in this field.

Since all truly good manners come from the heart, the teaching of them can well be founded on the golden rule. Nowhere is there such a guide as in the words, "Whatsoever ye would that men should do to you, do ye even so to them." Teachers must first have that great quality so implanted in their own minds and hearts that their lives show forth its very essence. The greatest inspiration they can give to their students is to set them a courteous example.

Everyone has been fortunate enough at some time to know some individual who was so innately courteous and well-bred that no one thought of being otherwise in his

presence. If each teacher's life could be permeated with love, and each action could be the result of a kindly, sympathetic attitude toward her students rather than of an effort to satisfy her own desires, students would begin to grow in the similitude of their teacher, and true courtesy would be within reach.

But, in this complicated world, these warm instincts are not enough. There must be training to reinforce them. The duty of the teacher is twofold. First, she should cause these warm instincts to burn brighter and warmer; secondly, she should give her students certain general principles which they may safely follow.

In order for training to be effectual, the teacher must understand the group with which she is working. Particularly is this true in dealing with the adolescent. Of all groups with which teachers deal, the adolescents are the most inherently discourteous. This characteristic may come as a result of their blind effort to subdue their surroundings and become master of their circumstances, as well as from a feeling of inferiority. If the teacher could only take away their hopeless outlook of inferiority—the feeling that their friends are more blessed than they—she would have made it possible for them to begin their great task of training themselves to be courteous.

The teacher can help by emphasizing their good qualities, by encouraging them in activities for which they have talent, by praising their good work, by passing quickly over a failure with perhaps a kindly, helpful suggestion, and by abstaining strictly from the use of sarcasm. Nothing so completely puts a wall between a teacher and her pupils or breaks down the morale of the schoolroom as the practice of making sarcastic remarks. Nothing so definitely makes situations in which the students take liberties to be discourteous.

Some adolescents are more pronounced in their shyness, loudness, or discourtesy

than others. The teacher can best fill the needs of these students by studying their individual personalities closely, breathing a prayer to God for guidance, and having a personal, friendly chat with the student concerning his difficulties. In most cases, they are willing to confide in the teacher and to pour out their pent-up emotions. Then if she can make the student feel and know that she wants most of all to help him solve his difficulties, she has gone a long way in her effort to mitigate his troubles. And if she can give him the benefit of her larger experience without seeming to preach to him, and can get him to enter wholeheartedly into the effort of changing his old habits, the battle is more than half won.

In all contacts with students, the teacher should respect their rights as rigidly as she does those of adults. This attitude of mutual respect will make the pupil feel that he and the teacher are working together, and that he is an integral part of school life.

Besides teaching courtesy in general behavior and making everyday activities a practice ground for manners, the teacher can introduce to good advantage a unit on good behavior. This unit should come along well in the first part of the year, so that practical lessons can be drawn from the instruction given. The period following worship in the morning lends itself well to such training.

More interest will be created in the classroom if the teaching situations are made similar to real life experiences. They should be repeated a sufficient number of times to cause the correct response to become a part of the pupil's habitual behavior. At any time during the year, when a situation arises in the extracurricular activities in which girls may act as hostesses at a school party or some such affair, it is advantageous to have them do so. It is well to use this occasion to train the rest of the group in the relation they should assume

toward their hostess and the courtesies that are due her.

Since most etiquette books are written for young people with standards entirely different from those of Seventh-day Adventists, it is an interesting project to have the students write a book of rules covering their actual needs. Lively and entertaining discussions will take place during the editing of a work of this kind. It can be cleverly illustrated with simple characters. This sort of activity gives the students a feeling of responsibility for their own behavior. Problems which arise on the school ground can be used as topics for round-table discussions, and after careful consideration the proper attitude and deportment can be decided upon. If the teacher starts first with the students' present needs, and gives them the information they are needing now, she can advance to instructions they will need in the future.

Courtesy is a broad subject, one that covers a wide scope of activities and is not confined to the classroom alone. It is a matter of great importance, for if the students study closely the perfect example of true Christian courtesy, they will see more clearly the way to everlasting life.

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# Lincoln, the Man of the People

By Edwin Markham

When the Norn Mother saw the Whirlwind  
Hour  
Greatening and darkening as it hurried on,  
She left the Heaven of Heroes and came  
down  
To make a man to meet the mortal need.  
She took the tried clay of the common  
road—  
Clay warm yet with the genial heat of Earth,  
Dashed through it all a strain of prophecy;  
Tempered the heap with thrill of human  
tears,  
Then mixed a laughter with the serious  
stuff.  
Into the shape she breathed a flame to light  
That tender, tragic, ever-changing face;  
And laid on him a sense of the Mystic  
Powers,  
Moving—all hushed—behind the mortal  
veil.  
Here was a man to hold against the world,  
A man to match the mountains and the sea.  
  
The color of the ground was in him, the red  
earth;  
The smack and tang of elemental things:  
The rectitude and patience of the cliff;  
The good will of the rain that loves all  
leaves;  
The friendly welcome of the wayside well;  
The courage of the bird that dares the sea;  
The gladness of the wind that shakes the  
corn;  
The pity of the snow that hides all scars;  
The secrecy of streams that make their way  
Under the mountain to the rifted rock;  
The tolerance and equity of light  
That gives as freely to the shrinking flower  
As to the great oak flaring to the wind—  
To the grave's low hill as to the Matterhorn  
That shoulders out the sky. Sprung from  
the West,  
He drank the valorous youth of a new  
world.  
The strength of virgin forests braced his  
mind,  
The hush of spacious prairies stilled his  
soul.  
His words were oaks in acorns; and his  
thoughts  
Were roots that firmly gripped the granite  
truth.  
  
Up from log cabin to the Capitol,  
One fire was on his spirit, one resolve—  
To send the keen ax to the root of wrong,  
Clearing a free way for the feet of God,  
The eyes of conscience testing every stroke,  
To make his deed the measure of a man.  
He built the rail-pile as he built the State,  
Pouring his rugged strength through every  
blow:  
The grip that swung the ax in Illinois  
Was on the pen that set a people free.  
  
So came the Captain with the mighty heart;  
And when the judgment thunders split the  
house,  
Wrenching the rafters from their ancient  
rest,  
He held the ridgepole up, and spiked again  
The rafters of the Home. He held his  
place—  
Held the long purpose like a growing tree—  
Held on through blame and faltered not at  
praise.  
Towering in calm rough-hewn sublimity.  
And when he fell in whirlwind, he went  
down  
As when a lordly cedar, green with boughs,  
Goes down with a great shout upon the  
hills,  
And leaves a lonesome place against the sky.

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## The Home and School Association

IN altogether too many churches the Home and School Association either does not function at all, or only partially functions. When the question is raised as to why this is so, many and varied are the replies. These replies, however, may be summed up in the statement that the Home and School meetings have not been interesting, that the attendance has gradually decreased, that the Home and School leader has become discouraged, and that the mere mention of a Home and School Association is distasteful. This need not be so.

A Home and School Association is a vital factor in the success of a church school. The close relationship of parent, teacher, and child is of great importance, and the Home and School Association is one of the best means of accomplishing this relationship. The Home and School meeting may be made so intensely interesting, instructive, and valuable that its attendance will equal or surpass that of any other church gathering. The question is, How?

It may take time to organize or reorganize the association. There will be need of careful planning, of much promotion, and of great persistence on the part of the teacher and of the Home and School program committee. Once the association is properly organized and a demonstration is satisfactorily given, cooperation and good attendance are assured.

The purposes of the Home and School Association are, briefly, to promote Christian education, to foster "Children Ingathering," to provide school equipment, and to give to its members opportunities for cultural advancement and social activities.

If, at the beginning of the school year, the Home and School committee would plan quite definitely for the programs to be given throughout the entire year, and then meet monthly to work out the details of each program, they would find many of their difficulties rapidly disappearing and their problems being solved. The programs which they foster must be not only educa-

tional, but entertaining, if the attendance is to be increased and maintained.

The following is a suggestive procedure for a series of programs:

September: A well-planned and well-conducted social, which may or may not be begun with lunch, followed by a brief explanation from the Home and School leader who mentions plans and activities for the year, the signing of membership cards, and appropriate games for all.

October: Educational films of travel, nature, etc.

November: A Thanksgiving program, employing church talent. This affords an excellent opportunity for missionary activity by having members bring food for baskets to be distributed to the poor.

December: A Christmas program by the church school children, assisted by the adult members.

January: An interesting speaker or a group discussion on such topics as Discipline, Health, Courtesy, or Influence of the Home.

February: A patriotic social or program by adults.

March: A musicale. At the close mimeographed copies of old familiar songs may be handed out, to be sung by the audience.

April: "Open house," a time when schoolwork is carried on in as normal a manner as possible and parents are invited to visit and observe. Special art displays and exhibits are beneficial.

May: A closing program by the church school children.

June, July, and August: A picnic (or outdoor activities) as a means of holding the association together during the summer months. August may be the opportune time for a regular meeting—a group discussion prior to the opening of school.

There are various ways of securing funds to be used for providing school equipment. Some successful methods are: the selling of small, practical articles for the home; the

*Please turn to page 30*

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## A Code of Ethics for School Librarians<sup>+</sup>

IN this rushing, machine-driven twentieth century, so absorbed do we become in mere material success that the science and practice of ethics show but a feeble life. In business, even in the professions, so eager are we to get ahead, by any and all means, that unless we occasionally check up on these means, we are in danger of perhaps unwittingly lowering our moral standards, of compromising our highest ideals, of dulling our ethical sense.

Realizing this danger, various educational and professional committees throughout the world have worked out codes of ethics for teachers, physicians, lawyers, etc., on the assumption that a formulated set of rules focuses the attention, clarifies the subject, and aids in the attempt to raise the standards of professional practices. Up to the present time, however, no such code for school librarians has been given to the public. The school librarian has control of what has been called "the heart of the school," and certainly her ideals and practices cannot be too carefully guarded. What Herbert Hoover says of the teacher may well apply to a school librarian. He says, in part:

"The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during the school hours, and among them and their parents all the time. His office, like that of a minister, demands of him an exceptional standard of conduct."

A librarian who takes up schoolwork is really a specialist; and may we not assert the principle that the higher the profession the more highly ethical the practice demanded? "To evaluate and exemplify the high standards of two professions is a worthy aim."

In his *Codes of Ethics*, Edgar L. Hurmance says:

"Three things should be kept in mind

by the student of ethical codes. The first is that a code of this character is designed to serve an immediate practical purpose. It is not a statement of general morality. It deals with the customs and ideals, the sins and duties, of a particular group of men. Ethical principles are stated in terms of their daily business experience. The code which falls short of this, or attempts to go beyond it, is likely to become a series of platitudes."

With this warning in mind let us attempt to formulate a practical code of ethics for the members of our profession, school librarians.

The school librarian, a recognized member of the school faculty, has more numerous daily contacts with the pupils than perhaps any other one member of the corps. The development of the ethical character of the pupils is her special responsibility. To discharge her great responsibility effectively she must look to her own personal integrity, that as an example to the children she may be a guide and inspiration toward the best. Therefore we may name as our first large heading in our code, the following:

I. *The school librarian in relation to the pupils.*

1. The school librarian should keep herself mentally and physically healthy and alert.
2. She should demonstrate a love for children and for books.
3. She should possess a saving sense of humor.
4. She should exercise fairness in all her judgments.
5. She should encourage in the children loyalty to teachers and to the school.
6. She should endeavor to make each library period a joy and benefit to the children.
7. At the same time she trains for self-help she should evince a spirit of helpfulness, being never too absorbed in

\* Reprinted from the *Wilson Bulletin for Librarians*, X, 308-310, by permission of the H. W. Wilson Company.

mechanical processes to give attention to a child.

8. She should recognize individual differences in children, "keeping at least one chair dusted for the dreamer of dreams."
9. She should cultivate attractiveness in appearance, manner, and voice.
10. Her social contacts should be above reproach.

As an integral part of the faculty, a school librarian has certain standards to maintain; so we will take as our second heading—

II. *The school librarian in relation to the school organization.*

1. The school librarian should show a spirit of cooperation with the principal and with all departments of the school.
2. She should familiarize herself with the school's curriculum.
3. She should familiarize herself with individual teaching methods and needs.
4. She should exercise foresight in the preparation of library materials for special days and occasions.
5. She should be open-minded, and ready to take suggestions.
6. She should so conduct the library service that it will be a recognized power in the school.
7. She should refrain from gossip and from criticism of her fellow workers.

In both a personal and a professional aspect the school librarian has a contact with the community, including the parents and the various educational and social organizations of that community; so let us tabulate a few desirable attributes in this relationship:

III. *The school librarian in relation to the community.*

1. The school librarian should conduct herself according to the moral standards of the community, striving, if necessary, to raise those standards of conduct.
2. She should take an interest and an active part in any educational or cultural movements, especially in Parent-Teacher Associations.
3. She should wisely refrain from extreme partisanship in any political group.
4. She should willingly confer with any parent for the good of the child.

5. She should study community needs and as much as possible place her library at the service of the community through the school.

Again, the school librarian needs a standard of behavior as regards her relation to her profession; so let us consider—

IV. *The school librarian in relation to her profession.*

1. The school librarian should be conversant with progressive movements in her profession and in education in general.
2. She should uphold the present standards of education and librarianship, and strive to raise those standards.
3. She should be an active member of community, State, and national library associations.
4. She should possess a spirit of constructive self-criticism.
5. She should be loyal to her deserving superiors, cooperative with her equals, and inspiring and helpful to her inferiors in the profession.

Because good business is required to administer successfully a school library, we shall make as our final heading:

V. *The school librarian in a business capacity.*

1. In securing a position the school librarian should seek appointment on the basis of professional merit.
2. She should apply at only one place at a time.
3. In case of need, she should be able to give constructive aid to a school architect.
4. She should be able to make and administer a budget to the best service of the school and library.
5. She should be accurate, prompt, and courteous in her dealings with publishers and supply houses.
6. She should render clear and accurate reports of the library's activities.

This may seem a rather ambitious program, especially for beginners, but the need for just such a program is vital. In his *Trend of American Education*, James E. Russell says:

"We want lawyers, teachers, engineers, businessmen who not only know how to do

*Please turn to page 30*

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## Schoolroom Decorations

THE ancient Greeks surrounded their children with beauty so that they would grow up with a love of it. Their system of education produced a race of cultured men and women, and the world is yet their debtor for the noble results that they achieved in art and literature.

The plea for better schoolroom decoration in America started in 1870. It did not attract public attention until 1892, when Ross Turner urged that daily association with good pictures and other worth-while surroundings afforded the best means of developing culture.

Teachers cannot afford to ignore the effect of environment in the education of children. Daily association with poor pictures, disorderly rooms, and ugly school buildings, surrounded by unattractive, unkept grounds, may be as injurious as association with undesirable literature. It is little wonder that boys and girls who have attended such schools lack ideals of beauty and are disorderly.

The schoolroom walls should be treated in such color schemes as will enhance the decorative value of pictures and casts. At the same time, practical as well as aesthetic considerations should regulate the choice of colors. The amount of light in a room should receive first consideration.

Because of the lack of sunlight in rooms of northern exposure, warm color schemes are needed to give a feeling of warmth and cheerfulness. The lighter the tone of orange or yellow on the wall, the greater the percentage of reflected light. Cream-tinted ceilings will aid in giving the required amount of reflected light in all rooms. The walls of bright, sunny rooms require such tones of cool colors as will make a restful background for the eyes and at the same time be bright enough to reflect the amount of light required. A dull finish in furniture is more restful than a glossy surface.

Order should be the first law of the schoolroom, for the influence of well-decorated walls will be much less effective if the room

is in a continual state of disorder. Pupils should be appointed at regular intervals to keep books, maps, papers, and other materials in their proper places; to hang exhibits of daily work; to keep blackboards clean, and the floors clear of wastepaper; to care for plants; and to arrange flowers in vases. When the teacher encourages the children to assume some of the responsibilities of the school housekeeping, it naturally follows that they will unconsciously form habits of neatness and order which will make them more willing and intelligent home helpers.

The problem of decorating the walls of the schoolroom must be considered by the teacher in the light of the principles of design which she teaches to her pupils. Frequently, pictures that are excellent in themselves are crowded or faultily arranged, and the decorative possibilities of the schoolroom are not realized. Pictures should be of such proportions and should be grouped in such a way as will harmonize best with the proportions of the wall spaces.

Naturally, pictures should be hung as low as possible, so that the children may see them easily. The practice of hanging pictures so that they rest on the blackboard molding should be discouraged, as it causes them to tip out from the wall. When a picture is hung from two hooks, the wire is less noticeable, for it is in harmony with the vertical lines of the room.

The effect of a picture is enhanced or spoiled by its frame. There is one safe rule to follow in framing pictures: "The moment the frame is noticeable, there is something wrong with it." Plain moldings generally make the most satisfactory frames. Gilt frames are too conspicuous in a schoolroom. They were originally used to frame richly colored paintings placed in dim cathedrals.

The subject of the picture should be selected not only for its decorative value, but also from the standpoint of the child's interest and understanding. Young children seem to like best those subjects which are closely related to their daily experiences,



while pupils in the higher grades are interested in landscapes and subjects related to their studies in history and literature. The beauty of the picture, however, should not be sacrificed for the sake of the story it may tell. Reproductions of works of art should hold precedence over photographs of people and scenery, for it is important that the child be acquainted with the best in art as in literature.

It is believed by some teachers that children can be made more patriotic by having a portrait of Washington or Lincoln to look at every day in the year. It is a question whether the lesson in patriotism might not be more effectively taught if the portraits of great men are exhibited only for the celebrations of their birthdays.

The front of the room is the center of interest from the pupil's point of view, and if the teacher has but one fine cast or picture, it should be placed where it will exert the most influence upon the children. Artistic table arrangements of books, pictures, casts, and vases, afford excellent opportunity for making the front of the room an inspiration.

As a necessary accompaniment to a well-decorated wall, the corners, tables, and blackboard should be kept in good order. An exhibition of daily work, however well arranged, is spotty in effect, and when placed near a decoration or picture, produces a very strong detractive force which interferes with the full enjoyment of the picture or decoration. Work may be more fittingly exhibited at the rear of the room,

or where it will least interfere with the decoration. For the same reasons, drawings, small pictures, or written work should not be tacked upon the blackboard molding, except for a short period, when the teacher desires to have a lesson or class criticism.

Unused blackboard spaces may be covered with burlap on which drawings, written work, or other interesting materials may be exhibited. The blackboard may also be decorated with drawings. These sketches, however, should not remain for any great length of time, for when they have outlived their usefulness, they become an eyesore.

There is nothing which may be made to contribute more to the cheerfulness of a schoolroom than plants and flowers. They may be grown in window boxes and bowls. A continuous blooming of flowers may be enjoyed in the classroom from January to Easter by means of planting bulbs of the narcissus, tulip, hyacinth, and crocus. In the fall, sprays of barberry, thorn apple, and red swamp berries may be gathered and placed in jars and bowls. They will last well into the winter and will give effective touches of color to the room.

It is well to bear in mind that an over-decorated room produces a confused, unrestful effect, and that a conservatively decorated room is dignified and restful. The silent influence exerted upon a child by a well-decorated building can never be measured.

EDNA WINGARD,  
*Teacher, Grades 1-8,*  
*Elkhart, Indiana.*

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## THE SLOW LEARNING PUPIL—A Bibliography

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- A carefully controlled experiment.
- VERA E. MORRISON,  
Professor of Education,  
Washington Missionary College.

## NEWS from the SCHOOLS

THE FIRST EDUCATIONAL COUNCIL ever held for the Portuguese-speaking unions in South America, was held early in August, 1939, at the Colegio Adventista in Sao Paulo, Brazil.

HAWAIIAN MISSION ACADEMY students presented on the evening of December 4 a radio program under the auspices of "Youth on Parade" over KGU, Honolulu. Forty students participated.

WALLA WALLA COLLEGE has started construction of a new building for its College Press. The work on the building is being done under the auspices of the Carpentry I and II classes. It is expected that the building will be completed by May 15, 1940.

THE MALAMULO MISSION TRAINING INSTITUTE graduated twenty-one students from the Vernacular course, two from the English, three from the Girls' Domestic, and one from the Hospital course, on August 26, 1939. Every one of the twenty-seven graduates was appointed to a place of labor within the Southeast African Union.

HOLGER LINDSJO, instructor in Biblical history and literature at Walla Walla College, received the doctorate degree on December 19 from the University of Chicago. His work was done in the department of Oriental languages and literatures, and his thesis dealt with the history and development of a Hebrew root word.

CHARLES D. UTT, associate professor of English and journalism at Pacific Union College, contributed an article to the November, 1939, issue of *Nature Magazine*. Its title is "Tree Sketching as a Hobby," and it is illustrated with sketches by the author.

PHILIPPINE UNION COLLEGE was recently honored by a visit from Manuel L. Quezon, president of the Commonwealth of the Philippines, who motored through the college campus on October 20.

YAKIMA VALLEY ACADEMY reports the installation of a heating plant for the academy gymnasium. A recent campaign sponsored by the Associated Students had as its aim the realization of this project.

THE MODERN LANGUAGE BULLETIN, a nine-page mimeographed magazine, recently issued its first number, dated November, 1939. The bulletin is published at Pacific Union College, and is under the general editorship of A. R. Monteith, associate professor of Spanish at that place.

WALLA WALLA COLLEGE reported at the close of the Week of Sacrifice a total offering of \$914.67, with pledges still coming in.

GEM STATE ACADEMY has installed a new electric oven in its bakery as a result of the increase in its business. The bakery is now operating seven trucks which cover thirteen routes.

LOMA LINDA ACADEMY reports a total of \$956.66 raised in the Harvest Ingathering campaign for 1939. The academy goal was \$750. On the grade-school field day in Loma Linda, the children brought in over \$400. They also brought in \$120 through the sale of health foods.

A CHOIR FESTIVAL, in which student choral groups of La Sierra College, Lynwood Academy, and Loma Linda Academy participated, was held on December 17 and 18 at La Sierra College. The outstanding event was the combining of all the choirs in four numbers which had been previously learned by each group.

TRADITION AND CUSTOM established by nearly forty years of constant use are being relegated to Emmanuel Missionary College history as the campus end of College Avenue is closed and relocated. A parking lot designed to accommodate sixty cars is under construction south of the auditorium. It is to be cinder-surfaced and fitted with concrete curbs and walks leading to the chapel.

CHARLES E. WENIGER, professor of speech at Pacific Union College, attended the eleventh annual convention of the Western Association of Teachers of Speech, held in San Francisco November 23 and 24, and led a panel discussion on the implications of speech for the teacher of oral language. Mrs. Charles E. Weniger was convention hostess.

LA SIERRA COLLEGE students and teachers gave more than \$800 during the Week of Sacrifice, which was observed November 29 to December 4.

"STIRRING PASSAGES" is the name of a book of one thousand recipes compiled by the Home Economics department of Walla Walla College and printed by its College Press. The purpose of the work is to aid in more healthful cooking.

A COUNCIL ON SECONDARY EDUCATION for the Atlantic Union Conference was held at South Lancaster, Massachusetts, on January 7, E. A. von Pohle acting as chairman. W. Homer Teesdale, of the General Conference Department of Education, attended.

MARY COLBY-MONTEITH, director of nursing education at Pacific Union College and president of the 31st district of the California State Nurses' Association, presided at the annual banquet of the organization held in the St. Helena Sanitarium dining room on December 4.

THE HOME AND SCHOOL ASSOCIATION of Glendale, California, recently presented to the Glendale Union Academy, new uniforms for the band and for the girls' chorus, with mothproof wardrobes in which to keep them. The total cost of the gift was approximately \$400.

THE MEDICAL DEPARTMENT of Pacific Union College is about to move into its permanent home. The old post-office rooms in the normal building have been remodeled to provide modern, attractive medical offices for the staff physician, Dr. Mary McReynolds, and her assistants.

ROCHELLE PHILMON-KILGORE, professor of English at Atlantic Union College, attended the twenty-ninth annual meeting of the National Council of Teachers of English, in New York City, November 23 and 24. The theme of the convention was "Unifying the English Program for the Individual."

THE COLLEGIAN, student publication of Walla Walla College, issued on December 19 a six-page, two-color Christmas number which is of more than usual interest. The larger portion of its space is devoted to student-written poems, stories, and essays, on the spirit of Christmas. It is a worthy reflection of the spirit of Walla Walla College.

THE HAWAIIAN MISSION ACADEMY Associated Students recently launched a \$75,000 building campaign, setting a student goal of \$5,000.

THE CAMPUS CHRONICLE, Pacific Union College student publication, is featuring a series of guest articles from the editors of other school papers.

WALLA WALLA COLLEGE broadcasted a half-hour program over KUJ, Walla Walla, on January 31. The men's glee club was featured on the program.

IVALYN LAW, instructor in voice at Pacific Union College, presented a vocal concert at Walla Walla College on December 2. The concert was an exchange program with Pacific Union College and was the first of the lyceum series.

THE WEST VISAYAN ACADEMY, located amid the tropical verdure of Guimaras Island in the Philippines, has an enrollment of 96 academy students, as well as 37 in the intermediate grades and 26 in the primary grades. Both dormitories are crowded.

PERCY W. CHRISTIAN, professor of history at Walla Walla College, presented a paper entitled "Eastern Attitudes Toward Kentucky Statehood" at the meeting of the Pacific Coast Branch of the American Historical Association on December 28 in Los Angeles.

A PROFESSIONAL CLUB, which held its first meeting on November 16, has been organized by the faculty of the Pisgah Institute, which is one of the self-supporting academies of the South. This item was gleaned from the *Pisgah Outlook*, a four-page monthly sheet edited by J. E. Lippart and printed by the academy press.

THE NORTH PACIFIC UNION held two teachers' institutes during the autumn, one at College Place, Washington, November 5 to 7, for the teachers in the Upper Columbia, Montana, and Idaho Conferences, and the other at Portland, Oregon, November 12 to 14, for the teachers in the Washington and Oregon Conferences. A. C. Nelson, educational secretary of the Pacific Union Conference, attended the College Place institute, and J. E. Weaver, of the General Conference, was present at both. While in the union, Doctor Weaver visited eight of the academies and the college.

PACIFIC UNION COLLEGE students and faculty contributed \$1,250 during the Week of Sacrifice. Of this amount, the men of Grainger Hall turned in \$270, and the women of Graf Hall, \$216.

THE EDUCATIONAL FILM CATALOG, 1939 edition, has just come from the press of the H. W. Wilson Company. It contains a selected list of nontheatrical films available for educational use, arranged by decimal classification and subject. The 1939 edition supersedes all previous issues, and is to be kept up to date by quarterly supplements. The cost of the new edition, with 1940 supplements, is \$4.

"THE SILVER LEAF," published by the students of Helderberg College, South Africa, has recently arrived at the offices of the Department of Education. It is a most attractive and well-edited volume, and it succeeds in picturing the varied interests of student life in a college overseas.

A LIST OF SUGGESTED BOOKS for the academy library, compiled from suggestions sent in by the librarians of twenty cooperating academies, is being sent out by the Department of Education. The list contains approximately 1,750 titles. Copies may be had upon request. Criticisms are solicited and will be welcomed.

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### ***Educational Convention Dates***

- February 4-10*, International Council of Religious Education, Chicago, Illinois.  
*February 20-23*, National Association of Deans of Women, St. Louis, Missouri.  
*February 21-24*, American College Personnel Association, St. Louis, Missouri.  
*February 21-24*, National Vocational Guidance Association, St. Louis, Missouri.  
*February 22, 23*, National Council of Teachers of Mathematics, St. Louis, Missouri.  
*February 24-27*, American Educational Research Association, St. Louis, Missouri.  
*February 24-29*, American Association of School Administrators, St. Louis, Missouri.  
*February 25-27*, National Association for Research in Science Teaching, St. Louis, Missouri.  
*February 26, 27*, National Council of Education, St. Louis, Missouri.  
*February 29-March 2*, American Association of Junior Colleges, Columbia, Missouri.  
*April 29-May 3*, Association for Childhood Education, Milwaukee, Wisconsin.  
*May 3, 4*, American Council on Education, Washington, D.C.

## **Shall I Study Greek and Hebrew?**

*Continued from page 11*

parison of various versions is a great help; but how is one to decide in any given case which version is right? Shall he choose the version that says what he thinks the author must have meant? Shall he choose the one that says what he wants to use in a quotation? That is sometimes the case with those who cannot read the original. Where versions read differently, the only way to decide which is right is the appeal to the original.

No one to whom Bible study is of supreme importance should waste time in wishing that God had had the Bible written in English; nor should one complain at the time or effort required to learn to read the Greek and the Hebrew. The story is told of an elderly Chinese convert who decided that she would learn to read English, so that she could read what Mrs. E. G. White had, under divine inspiration, written for God's people of these last days. Does the reader appreciate the Bible less than this elderly sister appreciated the writings of the Spirit of prophecy?

There comes a thrill to the heart when one reads the Bible in the very words in which the divinely inspired authors wrote their divinely expressed thought. A retired history teacher who studied the original languages because he wanted to read the words as God inspired them, quotes portions of the original. His face glows and he stirs his hearers as he tells of the joy it gives him to read the words of Paul and others. Inspiration has often come to the writer as he has read the original Greek or Hebrew of some familiar passage. Why study Greek and Hebrew? So that God can speak directly to the soul, with no translator between.

## **The Home and School Association**

*Continued from page 21*

selling of candy, popcorn, and baked goods by the children and patrons; the paying of membership dues of ten cents a month for

each member; the direct offerings from the members of the Association; and offerings received at the time of the Home and School programs.

As the Home and School members see the necessary improvements made possible through the money which they have helped to raise, their enthusiasm will grow and they will respond more and more to the needs of the school. When sufficient time, special effort, and concentrated energy are given to the Home and School Association activities, this organization will be among the most profitable and enjoyable in the church.

IVY HOFFMAN-LUCAS.

## **A Code of Ethics for School Librarians**

*Continued from page 23*

things, but who insist upon doing them right—men who, conscious of their ability as leaders, are jealous of their professional honor."

The school librarian is a leader in her little world, and tender and impressionable are her followers. Her hope, her aim, should be to lead her young charges into broader fields of knowledge, higher realms of appreciation, and finer paths of service.

HARRIET B. PAUL.

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## The JOURNAL of TRUE Education

Printed by

Review and Herald Publishing Association  
Takoma Park, Washington, D.C.

W. HOMER TEESDALE, EDITOR

HARVEY A. MORRISON Associates JOHN E. WEAVER

THE JOURNAL OF TRUE EDUCATION is published in February, April, June, October, and December, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington, D.C. The subscription price is \$1 a year.

Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

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### APPLICATIONS for 1940-41

RESERVATIONS are now being made for the next school year. Although self-support for students to the amount of \$150,000 is now being provided annually by the institution, a large number of those who applied for part-time work this year could not be accepted. Applications for 1940-41 are being considered and reservations made, in the order in which they are received.

*B. G. WILKINSON, President*

THOMAS W. STEEN, *Dean*

C. C. PULVER, *Business Manager*

W. J. McCOMB, *Registrar*

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