

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.

PRAYER FOR A SCHOOL

For a schoolhouse anywhere
I send up a silent prayer:
"Christ, great Teacher, bless this place;
On it shed Thy love and grace.
Tearh the teachers; let them see
That they shape earth's destiny.
Home and church and school—these three
Carry on Thy ministry.
As from Thee comes growth of seed,
So to Thee we bring our need:
What to plant and how to sow,
That is what we pray to know.
Let schools be in Thy pure sight
Bethlehems of truth and light."
For a schoolhouse anywhere
I send up a silent prayer!

—*Cortlandt W. Sayres.*

The JOURNAL of TRUE Education

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Of What Value Are Dreams?

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IS creative writing something that I can teach? something that I should teach? or have I already been teaching it, not recognizing it by name?

The term is of twentieth-century nomenclature, but the principle is age old, having been used through the years either knowingly or unknowingly; for by it pupils have developed into "thinkers and not mere reflectors of other men's thought."¹

What, then, is creative writing?

Creative writing is an art, differing from the other arts only in its medium. The others may use marble, pigments, or notes; whereas creative writing uses words, and may be set apart from other types of writing by its use of language for beauty and pleasure.

With this concept of creative writing, we at once make the line of distinction clear in relation to all writing. The dictionary, the encyclopedia, the textbook are communicative language, the literature of knowledge. Creative writing is the language of the spirit, the literature of power. This power we have all felt as we have read some forceful masterpiece.

True education works not only with a student's brain, but it also works with his emotions. There must be a balance between the two. Of what value is an educated brain without educated emotions to control the brain? Creative writing is one of the subjects that give the student facility in using his brain power plus teaching him control of his emotional power.

And how does it do all this? By providing him an emotional outlet, by giving him something he can enjoy for life, by teaching him that he is an individual with a mind to be used for thought.

We teachers spend long hours in our classrooms, teaching the appreciation of the masterpieces of literature. We urge and stimulate the development of emotions, but do we always provide an outlet for these emotions? Creative writing is one of the most self-satisfying outlets.

Often the child will say, after his teacher has been reading poetry to him, "I want to write a poem, too." This same naturalness will come from an older pupil if he is not hampered or driven into his shell by stiff-lipped theories

about the writers and writing of poetry, as well as creative prose. We acquaint the student with music, sculpture, painting, literature. But these are the dreams that others have dreamed. Does not the child wish to dream for himself?

What do dreams do? Of what value are they? They take us out of the commonplace. They are the impetus that breaks the shell of our chrysalis to let us fly out into wide, deep places. They can set us "reaching for the stars."

When once such dreams have been planted, then no number of bars or walls "can a prison make;" for always, under all circumstances, the youth, and later the man, will be living in a wider area, breathing "a keener air."

The creative person must be a thinker. His intelligence must be at work while he is creating something. The poem, the essay, the narration that he is composing is more than a mere reiteration of facts from the encyclopedia; it is the placing of his individual self, in his own particular way, on that piece of paper. Does not this fulfill the purpose of true education?

After considering the general aims of creative writing, we turn now to the specific objectives of creative expression. There are five as stated by the National Council of Teachers of English:

1. To help pupils recognize the value of their own experiences.
2. To amplify the range of pupils' experiences.
3. To improve the quality of pupils' experiences by encouraging more discriminating observation.
4. To aid pupils to fit words to the details of experiences.
5. To help pupils discover suitable forms for the transfer of experience to others.²

But a list of five aims cannot produce creative writing or its teaching. As teachers we must first think and feel, and then devise each our own method of attack.

Once we have outlined our plan, it must not be catalogued in the stuffy pigeon-hole where next year's assignments are gathering dust.

First of all, we must love to write, to do the creative type of writing, too. If we do, we cannot hide it any more than we could hide the sun under a bushel basket; and the warmth of our love will radiate to our pupils.

"If we are not pedants there is some hope for us with children; if we can write a pictured bit of moving English ourselves, we can fix them rigid with desire, especially if we can do it right before them on the blackboard; but if we have luckily published anything, outside of pedagogical treatises, we can have them dancing after us like a pageant of charmed vipers."³

Next, our attitude toward the student's project is of vital importance. Would a sculptor take a student's completed statue, perhaps carved in rich marble, and with chisel and hammer break it apart, break it into tiny fragments, and then hand them back to the student and tell him to begin again? Isn't the marble gone? Isn't the spirit gone?

Composition is art; should we not treat it as such when the student brings us his masterpiece? Our initial reaction is what will count. Let us read the theme as a whole, getting the spirit and feel of the author. We should, we must, find at least one point to praise. Our tone, our face, will reveal our faith in the student.

After this first reading and encouragement, "when the creative fire has spent itself," we will begin with the mechanics, spelling, punctuation, and the rest. The artist must sharpen his tools when they need sharpening. Yet, "while we may stop to repair the damage, we do not even then lose sight of the object of the journey."⁴

Before students can write something, they must have something to write.

Where do they find subject matter with which to work? Hughes Mearns, in telling of an experiment at the Lincoln School of Teachers College, Columbia University, says that the students are never given a subject. "So we drive them back upon themselves, drive them to search within, a boundless field and rich beyond expectation."⁵

Roberta Labrant Green, teacher of English in the Holton (Kansas) High School, states that the teacher of creative writing has a dual function in helping students to discover materials. "First is that of getting them to recognize as valuable those experiences, real or vicarious, which they of necessity have. The person who says, 'I have nothing to write about,' may have had meager, limited experiences, but he has had some which undoubtedly might serve for drives for self-expression if only he were to recognize them. The other function is that of seeing that rich, varied, and meaningful experiences are supplied."⁶

Mrs. Green tells of the time when her class discussed the Kansas floods of 1935, which came after three years of intense drouth. A thirteen-year-old boy the following day completed the writing below.

PROVIDENCE

Parched lips,
Dry throats,
Praying for rain;
Sun-stricken, miserable,
Begging in vain.
Hot sun beating down,
And death from the south.
Unfortunate living,
Tortured by
Drouth.

Clouds gather,
Winds blow,
And the heavens descend;
Dust storms now torrents.
The few lives now end.
Gullies turn rivers;
Villages, mud.
Drouth nowhere now;
Everywhere
Flood.⁷

Classroom discussion does afford a stimulus for some; but often we must use personal conferences with individuals, and through questions and intima-

tions show the student that he does have a source of experience material from which to draw.

Classroom environment is another stimulus, for "art may not be coerced, but it may be enticed."⁸ Whatever means, either direct or indirect, we can use to entice this art is worth considering.

What is the environment of our classrooms? Is there beauty in the room? Flowers, pictures, and general arrangement count for much. What is the spirit of the room? Is it a dictatorship, where we stand as despots and the only words that may be said are those we want said? There needs to be a free spirit, where pupils may express their opinions without mental reservation.

How do we discuss the methods of writing with our students? As one who is pouring facts into heads? No! Instead, we will talk "as craftsmen talk when they meet and confer with one another."⁹

We encourage the students to tell how they write (that is, how they write when inspiration sits with them), by pencil, by typewriter, by pen; on white paper, or blue, or yellow; in the early morning, at night; the keeping of notes in black notebooks, on cards. Sometimes they are encouraged to discuss how their minds work, and when they work the best.

These discussions and other classroom environments tend to let the student see that he is creating something with his own mind when he is writing, and not merely fulfilling an assignment for the next class period. For him there is not just another drab day of schoolroom "factology," but a day touched with glory.

¹ Ellen G. White, *Education*, p. 17.

² G. A. Swift, "Creative Expression," *English Journal*, XXVII: 27-32 (January, 1938).

³ Hughes Mearns, *Creative Youth*, p. 121. New York: Doubleday Doran and Company, 1925.

⁴ *Id.*, p. 111.

⁵ *Id.*, p. 35.

⁶ Roberta Labrant Green, "Arousing the Urge to Expression," *English Journal*, XXVI:535-539 (September, 1937).

⁷ *Id.*, p. 536.

⁸ Hughes Mearns, *op. cit.*, p. 111.

⁹ *Id.*, p. 110.

The Library: the Heart of the School

Mildred Grandbois

LIBRARIAN, LYNWOOD ACADEMY

A SCHOOL, if it is to guide those who enter its doors, must be built about the library. It is the one minimum essential of learning." A school library is not constituted by a name printed over a door or by shelving along a wall. It is an organization potent with educational possibility. An effective school library is the heart and center of the school. It is the one room in the building made to serve every teacher and every student in the school, and should be the most representative room of the building—the room that reflects all that the school stands for of dignity, refinement, and inspiration.

An adequate working school library is a dynamic agency from which students and faculty receive active cooperation in the solution of their problems, not only in the social sciences and literature, but also in all subject fields. The library has been described as "the universal laboratory of the school," "the most important tool in training the student to educate himself."

Principals, teachers, and librarians agree that the two most important functions of the secondary school library are to enrich the curriculum and to provide for worthy use of leisure time. Other functions reported are: to train pupils in the use of books and libraries; to serve as a centralizing agency for the school; to train for character; to serve teachers; to assist in the guidance program of the school.

What, then, are some of the problems which school administrators and librarians meet as they attempt to fulfill these objectives?

If the library is to be the heart of the school, the librarian must be the vital force which causes that heart to function. The school library in which six or eight teachers "sit" for a period a day is not worthy of the name, for it cannot provide library service. The teacher-librarian must be one with vision, one qualified to do the work intelligently, and interested enough to do it successfully with the assistance of a few trustworthy students. She should be one who looks upon her task as that of "guiding the development of pupils rather than that of guarding books;" in other words, the librarian should not be just a glorified janitor, a keeper of the keys, or a policeman.

Teachers are not necessarily librarians. Some training in library organization and management is essential. The visitor looking in at an active group cannot see the process that has brought all this together—the choosing of a few books which meet the need from the thousands printed, the ordering, the cataloguing, the preparing for the shelves, and the teaching of their use. It is almost impossible to visualize the librarian trying to keep a step ahead of the needs of all departments, and constantly integrating and correlating the library with the needs of the curriculum. The new conception of school-library efficiency is placing far greater importance on the teacher-librarian—"a member of the faculty who, while not teaching through textbook or lecture, nevertheless teaches most effectively through book and periodical and picture and other library materials, and who, through cooperation with other members

on the teaching staff, contributes to the effectiveness of their individual class instruction."¹

The call is for library-trained, library-minded teachers, those who make actual contributions in fostering a functioning school library. To do this the teacher must know and keep abreast of the books related to his subject. He must know the books available in his school library within his subject field in its broadest sense. He must prepare and encourage his pupils to use the school library intelligently. He must inform the librarian of his needs. Thus, the librarian is actually dependent upon the teacher. Maintaining an efficient library calls for a program of cooperation based on mutual understanding and identity of aim, one in which the library and the classroom work as a single unit. As one school librarian has tersely phrased it, "The modern secondary-school library rises or falls with the cooperation or lack of it of the faculty, and with that faculty's alertness to library possibilities in their subject fields."²

The next great need is that of an adequate library budget. All will agree that "the school library functions effectively and efficiently only when it is given a regular appropriation in the school budget and a purchasing plan made out and adhered to."³ An uncertainty as to funds which will be available prevents planning for the growth of each department; it produces an uncertainty on the part of the teachers as to the filling of their needs, and this in turn means a lack of interest.

"A school library costs money. It costs a large amount of money," says one principal; yet he hastens to add, "but when it is properly organized and efficiently administered, it costs less in proportion to the service it gives than any other department of the school. It is cheap when it is efficient; it is efficient when it functions for every stu-

dent and every teacher in the school."⁴

The administering of the budget is the duty of the librarian with the aid of the faculty. The selection of books is not an easy task; it is a challenge. It demands a mind alert to the needs of the school in each of its departments, sensitive to the interests of the student who has never developed the taste for good literature, as well as to those of the one who has definite interests on the higher levels. The library's limited means must not be wasted. Every available aid to careful book selection should be utilized. Authoritative and up-to-date books are necessary. Books should not ordinarily be purchased after reading only the title or the publisher's encomium. Special care should be taken in buying subscription books; that is, those sold by agents. The *Subscription Book Bulletin*, written by experts in the field of book selection, should be consulted before purchasing any of these sets.

The assistance of the faculty in book selection is invited and appreciated. The ideal teacher will help select books, not only in his field, but also for leisure reading. The librarian must be careful to build up those departments which are less vociferous in their demands or less aware of the value of library reference work.

Finally we come to the most important of all library relationships—the relationship to the student. We admit that the love of reading cannot be taught. But it is possible to stimulate book-mindedness and to provide surroundings in which this sense will thrive and grow. Should not all school libraries, then, leave behind the old tradition of books for the few, and those books locked behind closed doors or chained to a stand? Books on closed shelves dealt out only upon request are "dumb and meaningless, so many physical objects to be kept in order. Displayed to the possible

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Choral Speech in the Elementary School

Enid Thompson-Van Asperen

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SELF-EXPRESSION is necessary to happiness; yet many people go through life unable to give vent to their suppressed emotions, never knowing the joy of expressing to others their finer feelings. This is not because they do not sense or appreciate the beauties around them; it is because either they are too timid or lack opportunity for expression.

The school child may early be relieved of this backwardness by joining a speaking choir in which a group of children repeat fine poetry in a fashion worthy of the literature which they are interpreting. Here the children are taught to feel and speak together. A naturally diffident student, feeling the support of others, loses his self-consciousness, and often his face will light up with a newly discovered sense of enjoyment. Many a child, after becoming accustomed to the group, will surprise his teacher and classmates by volunteering to do solo work. Thus a new realm of enjoyment and participation is opened to him.

The ability to cooperate with a group is of vital importance to every individual. The nature of the verse-speaking choir is such that group cooperation is fundamental to its success. By having the children learn to cooperate, the teacher will solve many of her problems of disorder. In the group, the precocious or unruly child who is always making himself the center of interest learns that while in the choir, at least, he is just like others. His voice must not be dominant, for every child is working to blend his tones into the whole, the final effect being that of one voice, full and resonant.

It has long been recognized that the

feeling of rhythm is a necessary factor in the enjoyment of many things. Yet in some children this sense has never been developed. Rhythm seeks to stir the imagination, and sometimes it is only through this medium in the verse choir that the child's interest in poetry can be awakened.

The choir is also a medium for overcoming speech difficulties. Miss Gullan, a leading authority on choral speech, lists four main faults which are most common in this country. They are: "poor quality and quantity of tone, faulty vowels, thick, muffled utterance, and lack of muscular activity of lips, tongue, and jaw." Simple corrective exercises which the children will enjoy can be found in many books on speech difficulties.

But perhaps the main purpose of the verse choir is to acquaint the child with beautiful and worth-while literature suitable to his age and understanding. Throughout subsequent choir meetings the group lives with the poem, feeling its beauty, its moods, and learning to know the author and the circumstances which prompted the poetry.

Once initiated into the daily program, the teacher will find the verse choir a great help in church exercises, junior meetings, and school programs. The choir must not be confused with the parrotlike practice of chanting lines in monotonous unison which appeals to no one, but it opens a new vista of *interpretation*, bringing in all the beautiful shades of meaning and inflections that come only when there is a love for, and understanding of, a favorite piece of

literature. The audience is pleased with the soft, flowing tones, the brilliant crescendos, and the variety afforded by the arrangement of a solo voice or group of voices in antiphonal work.

The verse choir need not add to the classes of the already burdened teacher, but it comes as a pleasing variation in the language or reading period. It is particularly adaptable to the Bible hour, for beautiful passages of Scripture find their finest interpretation in group recitation. In fact, once the children have felt the joy of unison speaking, they will look for short poems which fit into almost every classroom experience, and will ask for the privilege of learning together.

As a conductor of the verse choir, the teacher must possess certain qualities which are helpful in every phase of her work. She must love and be able to recognize good poetry. She must always be seeking new material suitable to the children's tastes. She should be naturally rhythmic in every action, else she cannot impart this essential feeling to her children. She must be musically conscious, possessing a fine ear for pure tone and accurate pitch. Poetry is so closely related to music that many of the same techniques are employed in the appreciation of both.

The teacher may possess all these qualifications, but if she does not understand or use her own voice correctly, her work will be a failure as far as speech is concerned. If the teacher persists in employing sluggish vowels, dropped-off consonants, and is generally "speech lazy," she will witness the same tendencies in her pupils to an increasing degree.

In organizing a choir, the teacher may feel that grouping is a problem, especially if she has several grades. For psychological reasons it may be best to organize two small groups rather than to unite divergent elements. For example, grades one to four might compose one group, and grades five to eight another.

This plan will not always work, however. It is sometimes best to arrange students according to size and mental development rather than by grade. At any rate, the smaller ones can be in front and the larger students in the rear. Then, too, the interpretation may be so arranged that the lighter voices take the lines that require the more delicate expression, and vice versa for the heavier voices. For the sake of harmony and unity the children should stand quite close to one another in their formations. In unison work the speakers should never be spread out, for this tends to scatter the tone and spoil the blending of voices.

In choosing poetry for this type of group, poems should be selected which will appeal to a wide range of pupils. Many boys would feel forced to drop from the group should the teacher introduce some soothing lullaby, delightful to the little girls, but utterly disastrous to the morale of the adolescent boy. The boys often enjoy being in a group by themselves, choosing a humorous poem, perhaps, quite different from the girls' selection.

The following criteria for selecting a poem should prove helpful: The poetry should possess a compelling rhythm; the subject matter should be interesting, involving an experience or emotion familiar to the child and calling forth his imagination; it should be quite short, at the same time giving variety of expression in order to avoid monotony; the poem should possess a characteristic mood which the children can interpret; the poem should call for body and voice co-ordination. Above all, it should appeal definitely to the child. He must understand the words, finding pleasure and satisfaction in repeating them.

Delightful anthologies of children's verse have been published recently with the aim of interesting the child from his earliest years up to the grammar grades. Every schoolroom should possess copies

of these attractive volumes for the children to enjoy. If funds are altogether lacking, books of graded poetry may be borrowed from the public library. Better still, a well-organized verse choir could give a delightful program with an admission charge for the purpose of raising funds to buy these books.

In organizing the choir one may find a child naturally so unrhythmical that, in spite of the teacher's efforts to help, he simply cannot fit into the group. Other children resent his spoiling an otherwise effective performance. The teacher should never make the child's defect obvious, but should give him some part in the program that will make him feel necessary to the group, such as announcing the titles of the poems rendered. If, however, a child insists on misbehaving, he should be suspended from the choir until he can show himself worthy of membership.

The verse choir should be such an enjoyable occasion that it would be punishment indeed to remain out. The teacher should be so alert and animated that the children will feel that this is a special class. Her facial expression, eyes, and gestures should awaken the enjoyment of her pupils.

The class should never once lag, for much would be lost should the children lose their original anticipation for verse choir. Monotony may be avoided by developing interesting formations and arranging parts for solo voices, or lines which only the boys or girls recite. Children may work out the arrangements under the guidance of the teacher. They may learn to develop the expression themselves, noting appropriate words or phrases for crescendos or decrescendos. The teacher should not present the poem in a stereotyped form, forcing the pupils to imitate her procedure. The expression must come from the hearts of the pupils, or the original purpose of the verse choir will be lost.

Occasionally the pupils should be motivated by giving a public performance, or by having their voices recorded. This work must be as nearly perfect as possible. The formations must be made quickly and silently, with no jostling. The children should march quietly, but not too slowly. Formations should be practiced from the first, so that the various positions become associated with the poems that are recited. All this must be practiced so thoroughly that the children automatically fall into beautiful lines without staring at their feet to see that each toe is on a certain mark.

A word might be said here in regard to gestures. They cannot be taught. They must come from within. The teacher can bring about the feeling for gestures by making the presentation so vivid that the class will decide what movements they feel. After the most natural and appropriate gestures have been decided upon by the class, the movements should be practiced at the same time and in the same direction, in order to present a pleasing and rhythmical appearance.

The children should be so trained that they do not need a leader for a public performance. During the learning process, the teacher may direct simply by moving her hand rhythmically to note the swells, effective pauses (which must be definite and exact), and soft tones. When the poem becomes a part of each child, one of the group may give the signal for starting by an unobtrusive sign, such as an inclination of the head or the lifting of a finger.

In a later issue of the JOURNAL definite steps in presenting the poems will be given, with examples of suitable selections and arrangements. Once the resourceful teacher sees the values in the verse choir and incorporates it into the daily program, she will be grateful for this new inspiration which will add so much to the purposeful enjoyment of the classroom.

Training for Wartime Service

Harvey A. Morrison

SECRETARY, DEPARTMENT OF EDUCATION

ALL parts of the world today are harassed and torn by unrest and uncertainty. Much of the world is in a state of actual war. These conditions do not come to Adventists as a surprise, but they do affect us seriously and awaken us to the necessity of making sure of our convictions and relationships.

We appreciate being citizens of a country at peace, but we realize the uncertainty of our position in these troublous times. The young people of this denomination are arriving at manhood and womanhood under trying circumstances.

Government is ordained of God, and a citizen of any country has an obligation to the powers that rule. In this time of stress our judgment needs to be guided by the Divine. Our youth need information and training, so that they may fulfill their obligation to the state, and yet not violate their religious convictions on combatant service in the Army.

At the Autumn Council in 1939, authorization was given all our colleges to organize medical cadet corps to prepare our young men to serve as noncombatants should they be called into Army service. They would thus be engaged in saving life rather than destroying life.

At this same council it was planned that at certain large centers separated from our colleges, this medical work would be offered to our men. By the end of 1940 we shall have more than three thousand Adventist men who have received this training, and will have perhaps a larger number enrolled in the course.

This course consists of first aid, physical training, information concerning the

handling of the litter for bringing in wounded men, personal hygiene and camp sanitation, drill work, and other important topics. Special studies in non-combatancy, Sabbath observance, and positive obligation of Christian citizenship are given.

The Surgeon General's office and those in charge of the classification of conscripted men have been contacted, and we are assured that Seventh-day Adventists who have completed the course as outlined above will be placed as non-combatants in the Medical Corps of the Army. The classifying officers are to receive definite instruction in regard to the transcript card carried by our boys who have had this training. Reference to this work is made in Army Regulations No. 615-25 of the War Department, Classification of Enlisted Men, the last paragraph of 7-e on page 7.

It will be a great advantage for our men to have this course. Each one can be of service in harmony with his convictions on noncombatancy, and the problem of Sabbath observance is minimized.

The experience that our young men will have during the time they are in service will depend greatly upon the carefulness with which they relate themselves to our standards of Christian living. Failure in this would easily make all other efforts in their behalf of no avail.

Our young men need to be thoroughly grounded in our denominational teachings, and to know the reason for their convictions. We need more than ordinary wisdom in meeting these problems before us.

Developing a School Industry

Henry Skadsheim

BERRIEN BOOK BINDERY

THE principles involved in teaching bookbinding can be understood by anyone who has taught typewriting, music, and other manual skills, and knows the importance of correct practice before speed is attempted. A factor that explains many successes and failures in this skilled industry, is the difference in individual learners. A very few learn by the "inventive" method. Given a definite problem, they can master it by their own initiative and without formal training. Many others who learn mechanical trades have "discovery" ability. If they have seen a thing done, they can imitate it and figure out the principles and factors involved. These make a success of a shop operated under what may be called an "apprenticeship" method.

The real problems arise when a skilled industry has to take in the average group, probably 90 per cent of whom lack the initiative and aptitudes required for self-development. Average students need demonstrations, with general facts, properties of materials, order of procedure, and details of manipulations carefully explained to them. Even then they may need their hands actually guided, with someone helping them to eliminate the errors. Enough repetitions must be made to make the operation habitual. Finally, acceleration may make them profitable workers. Obviously, this requires a training program.

Many who work in our school shops operated on a semisupervised basis, acquire considerable skill in a trade after three or four years of experience and observation. This method does not fit our school program in production shops, because it does not make the student

workers profitable workers until they are nearly through their education. With a scientific training given by qualified instructors, they should be able to learn enough the first year to be profitable employees the rest of their years in school. Any experienced educator knows that one can lose money paying untrained, unskilled, undisciplined young students even ten cents an hour.

Students who master their work gain from it creative enjoyment and mental appreciation that take the drudgery out of their shopwork. They do not regard it as a grind to be endured while acquiring a scholastic degree that will free them forever from the toils of industry. Those who do not acquire such training will never know the thrills and satisfaction of creative achievement and a useful life. To make up for it, they may seek passive amusements to break the monotony of book learning or the more artificial careers.

By "qualified" instructors, supervisors, and foremen for our shops we do not mean professors who can teach them about bookbinding. One can get a Master's degree in industrial education by taking the formal courses offered, and yet be in no sense of the word a master of any of the trades studied. Such courses as "the history of bookmaking from the dawn of civilization to the Renaissance" do not teach us how to bind a book today, or to make a living at the trade. Euphemistically they are called "appreciation courses." Today the vocational division of the departments of education, both State and national, is requiring that an instructor in a trade should have had actual, successful experience in it. Wayne University, at Detroit, Michigan,

collaborates closely with the successful production programs of Henry Ford, General Motors, and other modern industries.

Today it is not enough to teach a student to make a specific article of commerce. Next year that article may be obsolete, and the worker will be unemployed. Years ago the student might be given a routine course in making a certain commodity, and spend the rest of his lifetime producing it. Today he must be taught the fundamentals and be trained in applying them to the many and constantly changing problems. He must not have his initiative impaired by a formal, stereotyped course. He must be taught problem solving.

Any teacher knows from experience what happens when Jack takes his mathematics book home and gets help from untrained teachers. Someone reads Jack's problem and tells him to add the first two numbers. He does as he is told, and asks, "What next?" He may be told to subtract the third number from the fourth, and again he asks, "What then?" "You multiply this number by that one, and there you have the answer," he is told. He has worked it out according to instructions, but he has not

learned how to analyze the problem so that he can solve it.

Modern industrial education requires expert analysis of every trade, to determine the teaching units, or what items to teach, as well as how. We must not rob the learner of the problem solving. It is the active participation, not the passive receiving, that develops manual skills and understanding. However, the time of the learner must not be wasted in learning from experience the general facts that have accumulated by the experience of many generations. He must not be expected to develop technical knowledge which has required skilled technicians with master minds and many years of experimenting with millions of dollars' worth of equipment, to determine. The learners can save many years of time and effort by learning these from a qualified instructor. But V. C. Fryklund of Wayne University points out: "There is no development in merely acquiring information. The development comes in applying it." One does not get an education that qualifies one for life by passively sitting in a classroom while a lecture is delivered. One does not learn to play ball by reading a book about it, but by actually getting into the game.

Teachers as Builders of Character and Culture

James I. Robison

EDUCATIONAL SECRETARY,
NORTHERN EUROPEAN DIVISION

TEACHERS have the most pleasant work that has ever been entrusted to mortals, that of taking the plastic minds of the youth and molding them into vessels meet for the Master's use. They deal with these young people in their character-forming days. This is by far the most important period of life. The teacher who has largely the directing of their destiny in his hands, should see in the youth under his care, not troublesome young people who need discipline, but children of the King—some in the near future to be workers in this cause, possibly called into foreign service, others perhaps to suffer for the Master behind prison bars or in concentration camps.

First, the teacher must be a true friend and guide to his students—a friend to whom they will come with the perplexities and problems that vex their lives. These may seem trifling, but to the student they are very real. As a friend and counselor, the teacher may thus lead into paths of righteousness and to the foot of the cross. As a guide he should go before and point the way as a true shepherd. He should endeavor to see life from the pupil's viewpoint, try to visualize the temptations and difficulties, and then with his wider experience and heavenly tact direct the feet of the wavering, hesitant youth into the straight and narrow way.

The success or failure of a teacher in a Christian school depends on many factors. To help the youth, the teacher must have their full confidence, their love, and their respect. But to gain confidence he must give confidence. If he expects to be loved, he must love. If

he would be respected, he must respect the rights and temperament of the youth.

The teacher should be natural and not enter the classroom with an artificial demeanor that is put on like a coat in the morning. He should not have an affected tone of voice or manner, but should just be himself. He should have a smile for his class, not an artificial one that is no deeper than the lips, but one that comes from the heart. The youth are quick to see affectation, and they dislike posing. Such an attitude tends to hypocrisy, and should certainly be avoided if the teacher would get near to the hearts of his students.

There is danger of being too jealous of one's professional dignity. The successful Christian teacher will realize that the welfare and salvation of the youth are vastly more important than any personal dignity that must be upheld by artificial means. There is a dignity that every teacher should try to attain, and that is the dignity of doing excellent work, and of winning the respect and love of his pupils. That can be attained only as he loves his work and allows that love to manifest itself in all his contacts with his students. Love is the fulfilling of the law, and only as he loves can a teacher serve acceptably.

A teacher may speak with the tongue of the learned, he may have good discipline, so that every class moves to its place like a well-trained army, his students may pass every examination and understand all mysteries and all knowledge, but if he has not love, he is nothing. "Love suffereth long, and is kind." It is quick to discern a troubled heart and of-

fer a word of sympathy or counsel. Love is always ready to speak a word in season to encourage rather than condemn the backward or wayward pupil. Through sympathy and insight it enables the true Christian teacher to trace the cause of the faults and errors in his students, and with tact and skill, yet with patience and firmness, to impart to each the required help just when it is needed most. It will inspire him to give that encouragement and assistance to the easy-going boy that will prove to be a stimulus to greater exertion; and to the discouraged girl who is backward and slow, it will give sympathy and appreciation that will create confidence and thus inspire effort.

The appearance of the classrooms and the chapel will have a definite influence on the pupils, and may be a help or a hindrance in the development of character. The schoolrooms should have in them an atmosphere of comfort and happiness as well as of cleanliness and order. That peculiar air which is given to a room by the touch of individuality should be manifest. As a school home it must be in harmony with the life that is lived there. Lessons of neatness and order will be demonstrated in the appearance of the schoolrooms from day to day.

If the school home is neat and attractive, it lifts the whole atmosphere of the school to a higher level. It will be found that all character-building lessons will be more effective when given in such an atmosphere. Standards of politeness will be more easily upheld, and the courtesies that we expect in a well-ordered home will be more readily given, when neatness and order prevail.

As we come closer to the youth in school association, there is danger that a common familiarity may develop and the very standards that we are trying to reach be broken down. This must be avoided. A teacher should in love demand from his pupils the politeness and courtesy that the youth should show to their elders.

Many young people come from homes that are not too well ordered; so it becomes doubly the duty of the Christian teacher to supply this training. Rising when speaking to an elder, standing until a woman is seated, being thoughtful to pick up fallen articles, ready to perform any little service, and stepping aside to allow a woman to precede him, these are some of the important trifles that mark a young man as a real gentleman. A teacher must with tact and Christian love train his students in these things until they become second nature to them. They will then not behave themselves unseemly, because the love that prompts such conduct is implanted in their hearts.

This training in Christian culture, genuine refinement, and correct deportment, is too often neglected in our schools. We should do all in our power to make the school environment cultural and have it characterized by the absence of vulgarity or anything that is cheap and common.

There is another thing that is more important than politeness, because it is a vital thing in determining the success of a teacher in building up the lasting confidence of his students in his leadership. It is the spirit of justice and impartiality that he manifests in all his work. The youth have a keen sense of justice and are quick to discern partiality. They will not raise an objection to punishments that they feel are merited. They may not like them, but if they see that justice is meted out impartially, seldom will they complain. A school administrator who has the reputation of being "square" has taken a long stride toward winning the confidence of his pupils.

Often a faculty stands in the position of a judge before the youth. Case after case is presented, and sometimes decisions have to be made which may affect the eternal destiny of the young man or young woman concerned. Here is great need of the grace of God and divine

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THE MINISTRY OF TEACHING—An Editorial

IN a list of the gifts of the Spirit, Paul placed teaching after only apostleship and prophecy, and preceding miracles, governments, and others. The purpose of all the services of these gifts is to perfect the saints and to edify the body of Christ until all come into the unity of the faith.

The call to the ministry of teaching must depend upon one's comprehension of the need in such a field and upon his readiness to fill it or upon his capacity to prepare for it. No work can be of greater importance than that which concerns the life purposes and innermost experiences of children and youth. In recent years the preparation for such ministry has increased in length and difficulty. In the last half century, six years have been added to the time of preparation to teach in elementary schools. In some States today five years of college training are required for work in public high schools. The requirements mount.

Despite many attempts, there is at present no accurate measure of the qualities or specific training absolutely necessary for successful teaching, but there is one qualification without which no teacher can meet the needs in our schools, and that is a soul-satisfying experience in things spiritual. He must be able to impart faith and hope along with knowledge. Goodness must accompany ability. Paul indicated a way more excellent even than the best of gifts—that of love.

Dedication to this ministry must not be conditioned upon personality and intelligence alone, but upon sincerity and depth of spiritual life and the power to lead children and youth into a vital experience. The teacher is called to work in love with all his mind and strength, and with all his heart and spirit

as well. He should be not merely good, but positively so.

The service expected in this ministry is a most thrilling and satisfying one. To work where words, influence, and guidance count for so much is to be where destinies are determined. To associate with children and youth is to be with those rich in hope, ambition, courage, health, and faith in what is to be. There the teacher may share the Master's abundant life, and, like Him, give his own life for the salvation of others.

Growth is a necessary part of the program in the ministry of teaching. Much is said of in-service training, and much should be done about it. Educational workers ought to be alert to progress and to improving methods. They should be vital, vigorous, and youthful in their attitudes. They may not be sufferers of hardening of the intellectual arteries or petrified pedagogues.

Compensation for such ministry must be found in part in the immaterial rewards that come to such workers. Having been associated with the church well into the modern age, teaching has sometimes been regarded as a work of charity. But to have a part in preparing the preacher, the missionary, the mechanic, the farmer, or the editor, may lay a just claim for recognition by the church and society for services well done.

Let those who have entered the ministry of teaching continue their preparation for even greater efficiency, dedicate themselves more zealously and permanently to it, find lasting satisfaction in service for children and youth, grow up into the full stature of teachers "come from God," and know the compensating rewards assured to those whose lives are unreservedly given to such a ministry.

THE TEACHER'S RESPONSIBILITY

"TEACHERS should strive to realize the greatness of their work. They need enlarged views; for their work, in its importance, ranks with that of the Christian minister."—*Counsels to Teachers*, 498.

"What a solemn, sacred, important work is the endeavor to represent Christ's character and His Spirit to our world! This is the privilege of every principal and of every teacher connected with him in the work of educating, training, and disciplining the minds of youth."—*Testimonies*, VI, 156.

"To the teacher is committed a great work,—a work for which, in his own strength, he is wholly insufficient. Yet if, realizing his own weakness, he clings to Jesus, he will become strong in the strength of the Mighty One. He must bring to his difficult task the patience, forbearance, and gentleness of Christ. His heart must glow with the same love that led the Lord of life and glory to die for a lost world."—*Counsels to Teachers*, 236.

"Teachers are needed who are quick to discern and improve every opportunity for doing good; those who with enthusiasm combine true dignity; who are able to control, and 'apt to teach;' who can inspire thought, arouse energy, and impart courage and life."—*Education*, 279.

"If instructors have not the love of Christ abiding in their hearts, they are not fit to bear the grave responsibilities placed upon those who educate the youth."—*Counsels to Teachers*, 193.

"The teachers may, through the grace of Christ imparted to them, be the living human agency—be laborers together with God—to enlighten, lift up, encourage, and help to purify the soul from its moral defilement; and the image of God shall be revealed in the soul of the child, and the character become transformed by the grace of Christ."—*Fundamentals of Christian Education*, 262.

"Let teachers be learners, putting the whole mind to the task of learning how to do efficient service."—*Counsels to Teachers*, 151.

"He who discerns the opportunities and privileges of his work will allow nothing to stand in the way of earnest endeavor for self-improvement. He will spare no pains to reach the highest standard of excellence. All that he desires his pupils to become, he will himself strive to be."—*Education*, 281.

"Those who accept the sacred responsibility resting upon teachers need to be constantly advancing in their experience. They should not be content to remain upon the lowlands, but should ever be climbing heavenward. With the word of God in their hands, and the love of souls pointing them to diligence, they should advance step by step in efficiency."—*Fundamentals of Christian Education*, 516.

"When every teacher shall forget self, and feel a deep interest in the success and prosperity of his pupils, realizing that they are God's property, and that he must render an account for his influence upon their minds and characters, then we shall have a school in which angels will love to linger."—*Counsels to Teachers*, 94.

"It may seem that the teaching of God's word has but little effect upon many minds and hearts; but if the teacher's work has been wrought in God, some lessons of divine truth will linger in the memory of even the most careless."—*Testimonies*, VI, 159.

"As the teacher awakens in the minds of his pupils a realization of the possibilities before them, as he causes them to grasp the truth that they may become useful, noble, trustworthy men and women, he sets in motion waves of influence that, even after he himself has gone to rest, will reach onward and ever onward, giving joy to the sorrowing, and inspiring hope in the discouraged. As he lights in their minds and hearts the lamp of earnest endeavor, he is rewarded by seeing its bright rays diverge in every direction, illuminating not only the lives of the few who daily sit before him for instruction, but through them the lives of many others."—*Counsels to Teachers*, 104.

Biblical Literature in the Academy

AS A CLIMAX to the intellectual awakening of "Chaucer's England" in the fourteenth century came the monumental accomplishment of the Reformer, John Wycliffe—the translation of the entire Bible into the language of the people. This was a mighty factor in establishing the English language and preparing the way for the Reformation in England. There followed the Renaissance and the brilliant Elizabethan period. As a climax, Elizabeth's successor, King James I, appointed forty-seven scholars, who produced the King James, or Authorized, Version of the Bible.

The class in English III decided that this was a fit place to pause for study of the Book which was to exert such a powerful influence on English literature and on English social and spiritual progress. The syllabus suggested three weeks' study. From a literary standpoint, how much could be learned in that short period? An inventory of library facilities revealed, in addition to English anthologies, one copy of Richard G. Moulton's *Literary Study of the Bible* (a very fine help for teachers); the teacher possessed one copy of Moulton's *Modern Reader's Bible*.

Students and instructor talked the matter over and decided to make a special notebook, one that might contain helpful comments and illustrations for Missionary Volunteer programs or literary discussions, one that might be put on exhibition at the "Open House." In each notebook was placed, as a beginning, a bit of history on Scripture translation and a few authoritative quotations on the value of Bible study from a literary standpoint.

The keen, reverent men who had devoted themselves to minute analysis and exact translation of the matter of the Bible into our King James Version, had overlooked literary form and beauty. Rabbinical commentators had divided the Scriptures into chapters, and medieval translators divided the chapters into verses, which often do not agree with the original structure. Reading the Bible by chapters, one may find himself

beginning in the middle of one composition and leaving off in the middle of another, and there is no distinction in form between prose and poetry.

The class studied the essentials of a modern short story. Then they studied the story of Joseph. It was noted that "from the beginning a striking personality begins to emerge, which, even in childhood, divides the household between envy and doting affection, which makes itself felt in captivity and even in prison." The story adapts itself perfectly to modern short-story requirements. The analyses of various pupils differed slightly, each student putting his own in his notebook.

The mixed epic, in which a story is told in prose, but has the power of breaking into poetry at suitable points, was studied next. The story of Balaam is a dramatic account of a man outside the ranks of Israel who was a worshiper of Jehovah. He was surrounded by those who could not understand the worship of an invisible God, but who felt the atmosphere of spiritual power in Balaam and looked upon it with awe. Balak, king of Moab, had this conception. I know "that he whom thou blessest is blessed, and he whom thou cursest is cursed." Balaam is a man of compromise in spiritual matters. Sincere in his worship of God, he will nevertheless go as far as he can with the world about him. So we have the famous journey of Balaam to Moab. As he beholds the length and breadth of the Israelite camp, God "put a word" in his mouth, and the divine message comes in rhythmic verse:

"Who can count the dust of Jacob,
Or number the fourth part of Israel?
Let me die the death of the righteous,
And let my last end be like his!"

The story is thrilling. Eventually the exalted verse ends with the prophecy:

"I shall see Him, but not now:
I shall behold Him, but not nigh:
There shall come forth a Star out of Jacob,
And a Scepter shall rise out of Israel."

This story, too, was plotted on the blackboard and then transferred to the notebooks.

Part Two of the notebooks dealt with oratory. In them was placed first a definition. Copies were made of the interpretation of Moses' orations, with eloquent passages from the third and fourth. The class endeavored to visualize the situation and to give emphasis to the exalted thoughts. Out-of-class reading assignments were avoided, as the beauty of the passages was brought out by reading them aloud in class.

Under "Wisdom Literature," the essays from Ecclesiastes were read, commented on, and duplicated for the notebooks. Then each pupil selected for his notebook the ten unit proverbs of his choice from the book of Proverbs, chapters 10 to 22; two epigrams from chapters 22 to 29; a riddle; and his favorite sonnet from chapters 1 to 9. During this time, the teacher's one copy of *Modern Reader's Bible* was well used. Due consideration of form was given the sonnets, "The Sluggard" and "The Two Paths" being favorites. Solomon's essay with a sonnet, Ecclesiastes 11:7 to 12:14, was duplicated for the notebooks. Again it was interesting to distinguish between the prose essay and the beautiful figurative sonnet.

Perhaps the most unusual part of the study was the poetry. Lyric, sonnet, ode, song, and stanza figures were familiar terms to the class. But "parallelism" was new. This basic principle was emphasized until its meaning was a part of consciousness: the symmetry or likeness of construction or meaning, or both, in the verses of Hebrew poetry. In the notebooks were placed illustrations of the simple stanza figures: the couplet, triplet, sextet, quatrain, envelope figure, pendulum, and refrain. Large charts,

picturing the poetic arrangement of each figure, were printed on wide wrapping paper, for use in a program to be given at a Home and School Association meeting.

The class dramatized ritual psalms, the strophe and antistrophe, and did choral reading. This phase of the work was covered in ten days. Then the public program was carefully planned, each one was assigned his part, and the class returned to its study of English literature until one week before the program date. During this last week full time was given to intensive drill for the presentation. The teacher took part on the program with the students, and it was gratifying to note how the students emulated her enthusiasm.

The stories of Joseph and Balaam were briefly given, and their plot was illustrated by charts. The various stanza figures were presented orally with chart pictures. After illustrating the envelope figure, the class gave the twenty-third psalm in unison in a musical recitation as arranged by Phyllis Fergus. The forty-sixth psalm was read by one, the whole class giving the shout of triumph of the refrain at the close of each stanza. Attention was called to the exalted beauty and rich imagery of "The Creator's Joy in His Creation" as set forth in Job 38 and 39, one speaker summarizing and calling attention to the wonders, while another broke in with verse quotations.

To close, Solomon's essay on "Life as a Joy Foreshadowed by Judgment" was read, and the chorus sang the superb sonnet, "Remember Now Thy Creator in the Days of Thy Youth."

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Have You Read?

"Do you overwork? If you do, it is usually because you do more than is necessary." This interesting bit of philosophy is contained in "Teacher, Take It Easy," by T. P. Giddings, in the September *Journal of the National Education Association*. Some teachers, says Mr. Giddings, are so intent on teaching that they never give their pupils a chance to learn for themselves. A keen sense of when to keep hands off, and the fortitude to do it, constitute one of those traits which are valuable but regrettably rare in the teaching profession. We are reminded of the old saying that a man who can do the work of ten men is worth less than a man who can put ten men to work.

Take it easy. Keep your temper. "Anger is most wearing on you—and entertaining to others. When your anger shows up, every child in the class will scheme for an encore."

Here is a paragraph that must be quoted verbatim: "If you want to work easily and rear really fine people, do stop saying, 'Wouldn't you like . . .?' If you have to say anything, just say, 'It is the thing to do.' Then, later in life, when confronted with a decision between right and wrong, your pupils will not decide by *want to or not*, but by 'Is it the thing to do? Is it right or wrong?' We teachers might do a lot of thinking along this line of educating for character."

Organize your work; then let the pupils do as much of it as possible. "The most happy and restful thing in this world is work well and easily done."

In such a nonprofessional magazine as *Current History and Forum* (September, 1940) we find the advice, "Don't Work Your Way." Struggling through college in four years with no outside financial support is, contrary to popular notions, a handicap to the student, according to Roy A. Benjamin, Jr. Too much work interferes with studies, crowding out the supplementary reading, research, and investigation which make

for real mastery of a subject. Health is often impaired, and social life is practically missing on such a schedule.

Three alternatives are presented. The student may postpone his entrance to college until he has, by his earnings, built up a reserve on which he can draw. He may prolong his course to five or six years, thus lessening academic work and allowing more time for both study and work. Or, ideally, he may depend on outside financial support for part of his expenses and his own work for the remainder.

"Socrates was a Greek.

Socrates went about giving the people advice.

The people poisoned Socrates."

Ruth Strang quotes this pupil's theme as a subtle reminder that guidance is not synonymous with giving advice, but is rather a means of helping the student to "acquire a method of solving his own problems, of meeting new situations sanely, and of becoming increasingly self-directive." The four essentials of an effective guidance program are listed as, (1) friendly relationships, (2) appraisal, (3) adjustment, and (4) follow-up.

The article is headed "Guidance Grows Up," and may be found in the September issue of *The Nation's Schools*.

A little learning may be a somewhat dangerous thing, but too much is positively deleterious, according to C. Charles Burlingame, who writes in the October *American Mercury* under the title "A Psychiatrist Indicts Education." The pursuit of higher education and advanced degrees may become an escape from reality "as pathological in essence as a psychosis or the abuse of alcohol."

This eminent psychiatrist suggests that the awarding of advanced degrees might be made conditional upon the candidate's proved ability to utilize knowledge constructively. The absorption of knowledge

without a corresponding contribution in the form of creative work tends to make a parasite of the student.

"We want our children to be happy, useful members of society, but early in their educational lives we make the mistake of repeatedly asking them, 'What are you getting out of it?' I recommend that at an early stage we also introduce the question, 'What are you giving or learning to give to society?'"

Perhaps, after all, it is well to "remember the words of the Lord Jesus, how He said, 'It is more blessed to give than to receive.'"

"The Vocational Choices of Students Limited by Their Religious Beliefs" is discussed in *Christian Education*, April, 1940, by Thomas W. Steen. The article summarizes the results of Mr. Steen's research on the vocational problems faced by Seventh-day Adventist young people. Findings include these facts: Over 80 per cent of all Adventist college students plan to enter "a small group of professional occupations, mostly connected with the activities of the church." These vocational choices contrasted markedly with the occupations of the parents, a large percentage of whom were found to be engaged in agriculture and the skilled trades. A positive correlation was shown between student mortality and such factors as scholastic ability, occupational choice, and the curricular offerings of the institutions.

Mr. Steen lists four implications, as follows: (1) Provision should be made by the colleges for the nonacademic student. (2) Because of their special problems, Adventist youth stand in special need of a counseling program. (3) The church should "inquire into its vocational objectives in higher education." (4) A centralized board of control for higher education would aid in the integration of the offerings of the various colleges.

Is it possible to score an essay test in English usage objectively? The answer seems to be, Yes—under certain conditions. In an experiment carried on by Harold A. Anderson and Arthur E. Traxler, a two-hour essay test, in two forms, was administered to 106 pupils in the junior class of

the University High School of the University of Chicago, and later to 288 pupils in all classes. The papers were read by two readers, and the correlations between the scores assigned by them were sufficiently high to indicate above-average reliability.

The test consisted of a paper to be written on an assigned topic. Rather extensive notes were furnished, in incomplete sentences as the pupil himself might have taken them, and a four-part outline was given. The notes were grouped according to the parts of the outline, but not otherwise arranged in any logical order.

The papers were scored for eight separate aspects: accuracy, completeness, spelling, punctuation, language errors, coherence of main divisions, organization of paragraphs, and organization of sentences. The results indicated "not only that readers can be trained to assign reliable total scores to essay tests in English, but also that they can be trained to score, with rather high reliability, various aspects of English ability revealed by the essays."

The complete account may be read in the September, 1940, *School Review*, under the heading, "The Reliability of the Reading of an English Essay Test—A Second Study."

"Three Errors in Secondary Education" are listed by E. C. Cline in the *School Review*, May, 1940, as (1) the failure to attempt the fundamental social objective of democratic education, (2) the failure to distinguish between teaching and learning, and (3) the failure to attain democracy and universality in the interests served.

As for the first, Mr. Cline feels that, while society has been brought to recognize its duty to the individual, the individual is not being made to recognize his duty to society. "One is sure, for example, that one must learn about one's rights, but one hears little about one's obligations."

The conception of the school as a place where teachers teach rather than where pupils learn has created an elaborate system for the rating of teaching, with comparatively inadequate basis in the "measurement of desirable improvement in the learning of pupils." Courses are offered because the teacher is prepared to teach

them, rather than because the pupil needs them. The fact that the schools are losing sight of their main objective—the education of the student—is proved, Mr. Cline asserts, by their unconcern with the fate of their product, once he has left their halls.

The third charge is that secondary education has in the main concerned itself with the select few, even when it has been compelled to take in all comers. Courses and curriculums have pandered to the intellectually gifted pupils who will enter college, ignoring the “nonacademic pupils.”

“We have been at war a long time.” So says Thomas H. Briggs of Teachers College, Columbia University, and explains that it is “a war of ideologies, a war between democracy and other forms of social and governmental regulation, a war also of means to get a favorable place in the economic sun. In this sense men, singly and in national groups, are always at war.”

We may learn from the strengths of our enemy and the weaknesses of our friends. One nation which is strong today is so because (1) its leaders have clear and well-defined objectives; (2) they have brought about understanding of and devotion to these objectives on the part of the majority of their people; (3) they have laid complete plans and have followed them with skillful organization and administration; (4) they have used education as “a powerful instrument to mold all minds into a predeter-

mined matrix,” and aligned the youth of the nation in support of their objectives.

The program has “given to the common man an individuality and a self-respect by providing a great cause with which he could ally himself.” Solidarity and might have come largely as a result of work with youth.

The long list of national assets makes one proud that he is an American. The challenge to educators provokes thought. The Christian teacher may profitably review the processes of strength of a nation, and consider the unexpressed challenge.

The article is entitled, “The Ramparts We Defend,” in *School and Society*, September 7, 1940.

New problems as the result of the declining birth rate are foretold by Rufus D. Smith in “The Tide of Youth,” *Educational Record*, January, 1940. With fewer children now under fifteen years of age than at any other time in forty years, “college administrators must begin to think of the future of 1950,” when there will be a diminished reservoir of high-school graduates.

The number of people over fifty, it is predicted, will increase more in the next twenty years than the total increase of population, thus increasing greatly the proportion of older people to youth in the total population. “Youth will become an ever scarcer and more valuable asset, for which both education and industry may compete.”

NEWS from the SCHOOLS

STANBOROUGH PARK, England, is the site of a new secondary school, complete with air-raid shelters. On the opening date, September 4, the enrollment was 110 and more applications were coming in. It is planned to make it a boarding school.

GROVER R. FATTIC, former educational secretary of the Southwestern Union, has succeeded John M. Howell as educational secretary of the Central Union, following the latter's acceptance of the dean's work at Union College.

WILLIAM B. TAYLOR, who for twenty-three years was instructor in woodwork and superintendent of building construction at Pacific Union College, died at Angwin, California, on June 6. His death resulted from a sudden attack of appendicitis. Funeral services were held in the college chapel on June 10.

THE SEMINAIRE ADVENTISTE, Collonges, France, had last year, despite war conditions, 66 students. With less than half their usual number, and working under war conditions in a military area, the school sold a larger number of books and papers than when the enrollment was 170. Six youth were baptized and eight diplomas were presented at the close of the year. Fuel shortage, limited food supplies, lack of funds of demobilized youth, and general war conditions make the prospects for the present school year none too bright.

A HOME for the newest of our institutions of higher learning, the Seventh-day Adventist Theological Seminary, is being erected on a plot of ground adjoining the General Conference offices. It is a neat brick structure with two stories above the ground floor, and contains a library, a chapel, classrooms, and teachers' offices. In connection with the library a vault has been constructed which will house the Advent Source Collection and other valuable documents. It is hoped that the new building will be completed by November 15. The winter session of the Seminary is to begin January 21, 1941.

SEVENTH-DAY ADVENTIST COLLEGES AND ACADEMIES in North America as a group closed the school term in June, 1940, with a favorable financial standing. Operating losses without subsidies were almost \$50,000 less than in 1938-39, and were lower than for any other year since systematic school summaries were first tabulated in 1924. Both operating donations and other appropriations were larger in 1940 than for several years past, which has made possible considerable new building construction and improvements. School assets have increased during 1939-40 more than \$400,000, and educational indebtedness has been reduced \$80,000.

THE COLLEGE BIBLE AND HISTORY TEACHERS met in council July 30 to August 27 at Washington, D.C. A Biblical languages section was also formed. In the section meetings, profitable papers were presented and discussed, and other topics were given informal consideration. Approximately forty teachers attended the councils, and returned to their schools enthusiastic about the plan that provides each summer a similar opportunity for at least two groups of college teachers.

T. E. UNRUH, who has been for the last three years educational secretary of the Lake Union, has laid down that responsibility to accept the presidency of the Wisconsin Conference. V. P. Lovell, former principal of Mount Vernon Academy, 1935-40, succeeds him as educational leader.

THE NORTHERN LUZON ACADEMY, Philippines, has opened with more than three hundred students, an enrollment much larger than for any previous year. At the close of the year's first Week of Prayer, 31 students joined the baptismal class.

EDUCATIONAL PROGRESS IN CHINA has been seriously affected by war conditions. However, the fact that 5,000 students are still receiving Seventh-day Adventist training in this difficult period is cause for thankfulness.

EDWARD HEPPENSTALL, leader of the Missionary Volunteers in the Michigan Conference, 1936-40, is now instructor in Bible at La Sierra College.

SEVEN CHURCH SCHOOLS are being conducted in the Kansas Conference this year. This includes one new school at Galena, Kansas, which opened with fifteen pupils.

W. L. WHITSON has joined the faculty of Washington Missionary College as assistant professor of physics and mathematics. Mr. Whitson formerly taught at Plainview Academy.

LESSIE LEE CULPEPPER, instructor of English at South Lancaster Academy, is the editor and publisher of something new—an anthology containing the literary selections used in the English I and II classes. It is expected from the press about October 1.

SOUTHERN JUNIOR COLLEGE reports an enrollment of 287 college and academy students at the close of the first week of registration. One hundred twenty are academy and 167 are college students. This is an increase of twenty over the corresponding period of last year.

THE BOWDON, NORTH DAKOTA, CHURCH has recently erected a new building for its elementary school of 24 pupils, with Miss Anna Schmitke as teacher. Miss Erna Olson presides over 14 pupils in a new schoolroom at Jamestown. Miss Anna Peterson teaches a new school at Hebron. Misses Emma Beck and Esther Swart and Mrs. C. A. Lindquist are other teachers in the conference. The enrollment is expected to reach 62 from the low of 26 last year.

CAMP POTTAWOTTAMIE, on an island in Gull Lake, near Battle Creek, was the scene of the Michigan elementary teachers' institute, September 3 to 6, 1940. This convenient junior-camp site, the ideal weather, certain educational facilities, handicraft opportunities, and a wholesome spirit of interest and cooperation, combined to make this meeting one long to be remembered by all who were present. Superintendent Mathews gave strong leadership to the program, ably assisted by Secretary Lovell, Miss Cassell and the critic teachers from Emmanuel Missionary College, and J. E. Weaver from the General Conference.

THE HOME STUDY INSTITUTE enrolled 1,491 students during the year 1939. Of this number, 616 were enrolled in college subjects, 825 in high-school subjects, and 50 in the elementary grades. Nine hundred eighty-five certificates were sent out, and 23,057 recitation papers from 2,272 students were corrected by instructors. Seventy-two of the enrollments were from outside North America. In addition, the Institute has branches in South America, China, the Far Eastern Division, and the Northern and Southern European Divisions, which handle most of the work in their respective territories.

THE GREATEST SINGLE IMPROVEMENT in recent years at Southwestern Junior College was the remodeling in 1939 of the old part of the women's dormitory, an ancient structure neither attractive nor convenient. In its place is now a modern building with pleasant rooms and a commodious cement porch extending the entire width of the building. Other recent buildings are the barns and poultry houses, all modern in every respect.

THE WALLA WALLA COLLEGE PRESS moved, in August, into its new building, 56 x 100 feet. In a corner of the building the College Place post office is located. The space formerly occupied by the press will be used for expansion by the normal school. This will provide space for library, classroom, playroom, and manual training.

PACIFIC UNION COLLEGE has opened with a banner enrollment. The school homes are more crowded than ever, and with a few extras in the local community the enrollment is about twenty above that of last year.

PERRY W. BEACH, who received his M. A. degree last spring from the Eastman School of Music at Rochester, New York, has joined the music faculty of Union College for the coming year.

THE NORTHERN CALIFORNIA CONFERENCE reports 27 schools with 52 teachers. One modern two-room school building has been erected this year.

VERA LESTER, former preceptress at Union Springs Academy, has joined the faculty of Forest Lake Academy to teach music and Spanish.

MIAMI JUNIOR ACADEMY reports the largest attendance in recent years. Of an enrollment of approximately 100, about 16 are taking work on the secondary level.

THOMAS A. LITTLE, former head of the English department at Union College, is now head of that department at Walla Walla College, replacing M. L. Neff, who accepted a position with the Pacific Press last spring.

THE ALABAMA-MISSISSIPPI CONFERENCE reports two new church schools, one at Hattiesburg, Mississippi, and one at Panama City, Florida. The two-teacher school at Clanton, Alabama, has an enrollment of 57, the largest in the conference.

PAUL E. QUIMBY, who recently received the doctor of philosophy degree from the University of Southern California, is head of the Bible department of Southern Junior College. This appointment follows many years in schoolwork in China.

THE A CAPPELLA CHOIR of Washington Missionary College, under the direction of George W. Greer, is demonstrating the effectiveness of choral evangelism. Its reverent interpretations of sacred music have been well received wherever rendered. During the summer, the choir sang in the Hall of Religion at the New York World's Fair and also was broadcasted from Radio City.

THE PHILADELPHIA ACADEMY has started its second year as a twelve-grade school. Under the leadership of Principal H. W. Bass, the enrollment has been increased. Many physical improvements have been made. The grounds have been put into fine shape, and much repair and painting have been done on the building. New playground equipment has been added, and plans are under way for more.

SCHOOL BUILDINGS are being erected in the Texico Conference. The Fort Sumner Junior Academy is beginning its work in a new three-teacher building at Fort Sumner, New Mexico. Work has already begun on a school building for Spanish students at Reserve, New Mexico, and blueprints are being considered for a building at Socorro, New Mexico. A new building is being erected at Borger, Texas, and the school building and teacherage at Lubbock, Texas, are being completely remodeled.

ATLANTIC UNION COLLEGE reports that two weeks before the opening date of school, every room in the dormitories for young men and young women had been reserved, in spite of the fact that the capacity of both has been practically doubled this year. Accommodations for young women are being arranged in an annex. The new brick dormitory for young women, which is thoroughly modern and beautiful within and without, is a fine addition to the college. East Hall now furnishes additional dormitory space for the young men.

EDUCATIONAL RALLIES were held in two districts of the New York Conference by Superintendent A. F. Ruf. On both occasions the local and union conference presidents were present. In one district a new school opened, with nineteen enrolled. More of these rallies are planned for the conference next spring. Some of the experienced teachers are employed during the summer to work in the larger churches and centers to gather the children into our own schools.

THE GEORGE WASHINGTON RINE LECTURES, an annual series at Pacific Union College, present this year a series of studies in world oratory. Hebrew oratory, as exemplified in the four orations of Moses, was the subject of the opening lecture, delivered September 15 by C. E. Weniger.

A. N. NELSON, formerly president of Japan Junior College, has taken up the twofold responsibility of educational secretary of the China Division and president of the Home Study Institute's Far Eastern branch.

MR. AND MRS. P. C. JARNES have transferred from Maplewood Academy to Atlantic Union College. Mr. Jarnes is giving Bible instruction in the academy, and Mrs. Jarnes is directing the prenursing department.

MRS. MABEL C. ROMANT, instructor in English at Emmanuel Missionary College, 1925-40, has accepted the position of head of the department of English at La Sierra College.

CLARENCE C. MORRIS, recently returned from twenty-four years' service in China, has been elected principal of Mount Vernon Academy to succeed V. P. Lovell.

OAK PARK ACADEMY opened with an enrollment of 137 students. This is twenty more than last year.

E. S. CUBLEY is returning after a year's leave of absence to continue his work as head of the department of business administration at Walla Walla College.

DENTON E. REBOK, who has recently returned from China, has been appointed assistant professor of theology at Washington Missionary College. He was formerly educational secretary of the China Division.

THE ALUMNI ASSOCIATION of Atlantic Union College has made a gift to the institution of a Wicks electric pipe organ, with a full set of Degan-440 chimes and xylophone attached, which has just been installed in the chapel.

IN MINNEAPOLIS, early this summer, a private school organization was closing and was very anxious to dispose of its building. The type of work Adventists are doing throughout the world was presented to one of its directors. He was very much impressed and became greatly interested. As a result, the \$50,000 fireproof building on a \$12,000 property was offered at the low figure of \$10,000. Immediately the churches in the Twin Cities rallied to this providential opening. The money has been paid, the building is ours, and on Tuesday morning, September 3, 103 pupils enrolled. This is an increase of twenty over last year.

THE NORTH PACIFIC UNION leaders in conference and school manifested their interest in Christian education of the youth of the Northwest, by careful study at Walla Walla College of educational needs, and by well-considered plans for instructional improvement. Instructors and principals of the schools in the union, members of the college faculty, conference presidents and superintendents, and others spent four days, September 8 to 11, reviewing the essentials of success and growth in the work of the schools. Secretary H. C. Klement, as chairman, guided the institute in its work. Much helpful instruction was presented by the teachers of the union. W. H. Teesdale of the General Conference gave studies on curriculum change and on improvement in teaching.

ONE HUNDRED SIXTY DELEGATES, including conference presidents and superintendents, principals and teachers of fourteen senior academies, thirty instructors and principals of intermediate schools and junior academies, and members of the college faculty, sat down as guests of Pacific Union College in a three-day session, August 26 to 28, of the biennial secondary teachers' institute. Secretary A. C. Nelson directed the group in their progressive and earnest study of the essentials of Christian teaching. W. H. Teesdale, of the General Conference Department of Education, presented the new syllabuses for the Bible courses, and emphasized the need of curriculum adjustment.

"EDUCATION FOR THE COMMON DEFENSE" is the general theme of American Education Week, to be observed November 10 to 16. The daily topics are: "Enriching Spiritual Life," "Strengthening Civic Loyalties," "Financing Public Education," "Developing Human Resources," "Safeguarding Natural Resources," "Perpetuating Individual Liberties," and "Building Economic Security." Materials to assist all types of schools to carry out the observance may be obtained from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C.

DAN PALMER has joined the faculty of Southwestern Junior College as teacher of Spanish and mathematics. Mr. Palmer spent two years in mission work in Ecuador, and for several years taught in Coeur d'Alene, Idaho.

VICTOR H. CAMPBELL, principal of Union Springs Academy, 1937-40, has been appointed dean of men at Emmanuel Missionary College, succeeding E. D. Ryden, who will give full time to the social-science department.

A NEW GRAND PIANO and six new upright pianos have been purchased by Southern Junior College for its music department, which is headed by Harold A. Miller, assisted by Mrs. Olive Batson.

WISCONSIN reports that every school of last year has opened again, and that four new schools, located at Bennett, Merrill, Poy Sippi, and Wittenberg, have been added.

THE SECONDARY TEACHERS' INSTITUTE for the Northern Union Conference convened at Maplewood Academy, Hutchinson, Minnesota, September 1 to 4, 1940. The program was carefully planned and administered by Secretary Gant to meet the interests and needs of the principals and teachers from the four academies, and the educational superintendents from the conferences. The union president, E. H. Oswald, and the local conference presidents showed their interest in this important meeting by their attendance. Representatives from Union College were also present. An earnest spirit of devotion and consecration characterized the general sessions as well as the sectional meetings.

SOUTHWESTERN JUNIOR COLLEGE opened its doors September 9 with what promises to be the largest enrollment in its history. On the opening day of school all available space in the women's dormitory was filled, and new double-deck beds had to be purchased, so that three girls could occupy the larger rooms. About twenty girls are living in cottages on or near the campus.

FRANK L. MARSH, associate professor of biology at Union College, was granted the doctor of philosophy degree from the University of Nebraska this summer. His major studies were in botany and zoology.

MYRA B. KITE has joined the staff of Emmanuel Missionary College as critic teacher in the primary grades. Miss Kite has for eight years held a similar position at Atlantic Union College.

ILAH V. STONEBROOK, field missionary secretary of the Chesapeake Conference, 1937-40, has accepted a call to the China Central Union as educational and Missionary Volunteer secretary.

THOMAS W. STEEN, academic dean of Washington Missionary College, 1939-40, has accepted an appointment as educational secretary of the Austral Union in South America.

WALLA WALLA COLLEGE announces Miss Anna Pierce of Portland, Oregon, as instructor in voice, and Ralph M. Davidson as instructor in mathematics.

GERALD E. MILES, professor of education, has been appointed registrar and dean of freshmen at Atlantic Union College.

THIRTY-ONE of Michigan's thirty-two church schools opened September 9 with an enrollment of 930.

CHARLES A. WILLIAMS, for thirteen years connected with Union College, has been appointed farm manager of Southern Junior College.

WASHINGTON MISSIONARY COLLEGE reports a college enrollment of 486, which, with 170 academy students, makes a total enrollment of 656.

NEW SCHOOLS have opened in the Carolina Conference, at Wilmington, North Carolina, and in the Leach church in the Kentucky-Tennessee Conference.

JAMES W. OSBORN, former head of the music department of Washington Missionary College, has recently connected with Pacific Union College as instructor in piano.

THE CINCINNATI No. 1 CHURCH SCHOOL has enlarged both of its rooms and increased its enrollment by one third. The Cincinnati and Cleveland colored schools have moved from basement rooms to rooms on the ground level, and have made substantial improvements.

NINE NEW ELEMENTARY SCHOOLS have opened this year in the North Pacific Union. Five of these are in the Oregon Conference, two in Idaho, and two in Montana. Four churches in the Oregon Conference—Eugene, Grants Pass, McMinnville, and Tillamook—are building two-room schools, and three churches—Amboy, Sisters, and Sandy—are building one-room schools. At Spokane, in the Upper Columbia Conference, a three-teacher school building has been constructed, with rooms for vocational training and a large recreation hall.

THE SOUTHWESTERN UNION reports larger enrollments in each conference. The conference educational leaders have done faithful work in building up a real educational spirit, and much credit must be given to the conference presidents for making provision for presenting the needs of the young people and children at the camp meetings and regional meetings. The Texico Conference reports a gain of one school and three teachers; Arkansas-Louisiana, a gain of two schools and two teachers; and Texas and Oklahoma, a gain of one or two schools each over last year.

LEON W. COBB, former president of Canadian Junior College, 1937-40, is chairman of the department of English at Union College.

ESTHER AMBS, formerly matron and instructor in home economics at Forest Lake Academy, is now dean of women and instructor in home economics at Southwestern Junior College.

A LETTER FROM THE FAR EASTERN DIVISION reports that the Ubol school in eastern Thailand (Siam) has more than three hundred students enrolled, and the Bangkok school more than two hundred. Both schools could take in many more had they the space and the staff. The Ubol school is interesting. Many of their students are from villages quite far away, and since there is no dormitory, the boys live with the Buddhist priests in the temples, do a little work, and carry the begging bowl for them. The priests feed them and house them while they attend an Adventist school!

L. M. STUMP, president of Philippine Union College, reports this year's enrollment as follows: elementary, 185; high school, 210; college, 144; making the total the largest in the school's history. The seriousness of the war situation kept some away, and the lack of ships has hindered the sale of the staple products of sugar, abaca, and copra. President Quezon had recently expressed to the Secretary of Public Instruction his high appreciation of the work done by the college.

LA SIERRA COLLEGE reports more than five hundred entrants. One hundred three young women occupy the new home just completed and furnished with the products of the school's own cabinet shop. New vocational courses are well received by the students.

H. M. LASHIER, science teacher at Glendale Academy, 1938-40, is now instructor in science and mathematics in the preparatory school at Pacific Union College.

Academies Whose Work Was Approved by the Board of Regents at Its Annual Meeting, April 7 and 8, 1940

Adelphian Academy
Auburn Academy
Bethel Academy
Broadview Academy
Campion Academy
Columbia Academy
Emmanuel Missionary College Academy
Enterprise Academy
Forest Lake Academy
Fresno Academy
Gem State Academy
Glendale Union Academy
Golden Gate Academy
Greater New York Academy
Hawaiian Mission Academy
Indiana Academy
Kern Academy
La Sierra College Academy
Laurelwood Academy

Lodi Academy
Loma Linda Academy
Lynwood Academy
Maplewood Academy
Modesto Union Academy
Mount Ellis Academy
Mountain View Union Academy
Oakwood Junior College Academy
Pacific Union College Academy
San Diego Union Academy
Shelton Academy
Shenandoah Valley Academy
Sheyenne River Academy
South Lancaster Academy
Southern Junior College Academy
Southwestern Junior College Academy
Takoma Academy
Union College Academy
Walla Walla College Academy
Yakima Valley Academy

BOOK REVIEWS

LEARNING TO LIVE: *A Guidebook for Beginning College Students.* By Lois Flint, Walter J. Homan, Vernon C. Mickelson, Nicholas Ricciardi, Harry E. Tyler, Henry T. Tyler. Edited by Harry E. Tyler. New York: Farrar and Rhinehart. 1940. \$2.25.

This book purposes, according to its dedication, that its use will be a factor in helping beginning college students to "learn to live."

With this aim in mind, the authors, who have had years of experience in the fields of orientation, adjustment, and guidance, have presented materials to help the student in learning to live in college and after he leaves college.

An introductory chapter addressed "To the Student" orients him to the purposes of the book and directs his thinking in regard to what college means to him, what it may mean, and what it will mean to him. It defines the terms "living" and "learning." The use to be made of the book is carefully explained.

In the body of the book seven areas of life are explored, and at the end of the book there appears an annotated bibliography on each area. The areas, each written upon by separate authors, are subdivided into sections with a summary at the end.

Area I, "Living in College," is divided into "Getting the Right Start in College," "How to Study Efficiently," "Facilities for Study," and "Making Progress in College."

Area II, "Living With Yourself," has subheads of "Self-Understanding," "How May You Best Develop Yourself?" and "How May You Develop a Philosophy of Life?"

Area III, Section A, "Living With Your Family," includes subheads of "Understanding Yourself at Home," "Living With Your Parents," "Living With Other Members of Your Family." Section B, "Planning Your Future Family Life," is subdivided as follows: "Preparation for Marriage Should Begin in College" and "Problems of Engagement and Marriage."

Area IV, "Living With Others," has

subheads of "Basic Principles in Living With Others," "How to Build Happy Social Relationships," and "Social Relationships in College."

Area V, "Learning to Make a Living," is divided into "Basic Considerations in Choosing a Vocation," "Using Vocational Information in Choosing Your Career," and "Getting and Holding a Job."

Area VI, "Living in the Community," has subheads of "The Nature of American Community Life" and "The Problems of American Community."

Area VII, "Living in the World," has subheads of "The Privileges and Opportunities of an American" and "This Modern World Challenges the College Student to Action."

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

THE book *A Course in Character Education*, by Bernard I. Rasmussen, M.A., is now available to our principals and church school teachers at a reduced price of 50 cents each, postpaid.

This book has a definite plan for character education in the schoolroom. It gives both procedures and subject matter. These are some of the twenty-four character traits treated: Truthfulness, reverence, courage, industry, good judgment, obedience, self-control, faith, cooperation, dependability, courtesy, neatness, kindness, punctuality, thoroughness, and thrift. Each of these topics contains: General thoughts for talks, illustrative stories, poems, mottoes, case situations for discussion, character activity assignments, suggestions to the teacher, and references.

Among the many expressions of appreciation which have come from teachers, this one has been most frequent: "That book is worth its weight in gold to me."

The book contains 40,000 words, is well bound, and is printed on good paper, with cardboard cover. Special offer: 50 cents postpaid anywhere in the United States. Order from B. I. Rasmussen, Mountain View, California.

The Library

Continued from page 7

reader they become alive with suggestion and allure."⁵ The factor of accessibility is a potent one in determining what a student reads. "Fortunate is the child who has an adequate school library in which he may browse and learn that most valuable of all things that schools can teach, because it is the key to all other things—the love of books."⁶

School library service means for exponents of Christian education an opportunity to inspire higher, nobler ideals and to mold young lives for self-sacrificing service to humanity and for a life in the school of the hereafter.

⁵ Maud Minster, "Efficiency in the School Library," *Clearing House*, November, 1939.

⁶ Margaret Kessler Walraver, "The Library Calling All School Administrators," *The American School Board Journal*, November, 1939.

⁷ Mary Hellen McCrea, *The Significance of the School Library*, p. 31. Chicago: American Library Association, 1937.

⁸ John Carr Duff, principal, Scarsdale, New York.

⁹ Harvie Branscomb, *Teaching With Books*. Chicago: American Library Association, 1940.

¹⁰ Charl Ormond Williams, school education chairman, National Congress of Parents and Teachers, and field secretary, National Education Association.

Teachers as Builders

Continued from page 15

guidance. Discipline must be maintained, and even younger pupils must learn that all are under law and that the violation of law brings its own punishment; but we also need to know how much and when to forgive, and to show mercy. Under such circumstances it is fitting that we pray with the erring student and lead him to see the error of his way and where it will lead to if persisted in.

Adolescence is often a stormy, troubled time. Many days contain disappointment and sorrows. Most of these may be very small, but to the young people concerned they are overwhelming, especially if they are left to wrestle with them alone. The unsympathetic teacher of forbidding attitude will compel the troubled youth to struggle on unaided, possibly even to discouragement, but the teacher whose vision is alert will see the difficulty and in sympathy become "a very present help in trouble."

The Christian teacher will encourage his students to make him a confidant and bring to him the questions that perplex them and tell him of the sorrows or disappointments that assail. This necessitates unbounded respect on the part of the pupils for their teacher, and it requires that there be no fear that confidences will be betrayed. The teacher must be able to appreciate the student's viewpoint and see his problem, but never make light of it. If he would deal justly and wisely with a young person in his unfolding comprehension of life's problems, he must measure accurately the horizon of the pupil, and see the problem through his eyes, and then with love and tact give the sympathetic counsel that he needs to help him rise above the difficulty. This is true friendship that will enable young people to meet life's difficulties and temptations with courage and victory.

Christian teachers should be true guides and friends to the youth, guides who go ahead on the way to the kingdom, leading them to the Master Teacher who loves the youth today as much as when He called them into service nineteen hundred years ago. They should be friends who will reach out a sustaining hand to help the inexperienced travelers over the rough and stony places in the path, and speak words of courage and confidence when the way seems dark.

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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Life and Health

in the

CLASSROOM

A NEW department was inaugurated under this title in the October issue of LIFE AND HEALTH. This meets a real need for appropriate material for academy, college, and nurses' training classes. The questions and projects on this page are based directly on the articles in the same issue of the journal. Thus every month teachers and students will have in convenient form new material for the study of health and medical subjects.

Edyth Terrill James, R.N., M.S., will be in charge of this department. Mrs. James is a teacher of health-education and prenursing classes in our own Washington Missionary College, and she is well qualified to prepare this material in such a manner that it will be most acceptable for school use. She will conduct this department, as all other departments in the journal are conducted, in keeping with our Adventist beliefs and principles.

This department will appear regularly, except during the summer months. During the school term there will appear articles of the most practical value for the students who are forming their life habits. These will deal with diet, physical exercise, sleep, mental attitudes, narcotics and stimulants, and different kinds of body pains.

LIFE AND HEALTH is only \$1 a year. Very attractive rates are available on clubs of 10 or more copies to one school. These will be quoted on request by your Book and Bible House, or the Review and Herald Publishing Association, Takoma Park, Washington, D.C.

