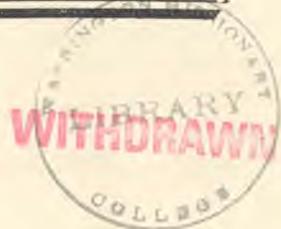


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ARTICLE OF FAITH

AGAINST brutality and wrong
Build us a fortress pledged to song!
Against the tyrant and the knave,
The vicious lord, the venal slave,
Against the darkness and the grave,
Against the horrors of the hour,
Beast passion and the lust for power—
Build us, oh, build the singing tower!

Now that the world is drenched with blood,
And truth is trampled in the mud;
Now that the quest for beauty dulls,
And buzzards blacken o'er the skulls,
And man is once more crucified,
And the sky splits from side to side,
And the Four Feverish Horsemen ride—

Build us a temple where the treasure
Of heart and mind in noble measure
May stand, though every house be shaken,
Endure, though every tower be taken!
And from dead ashes reawaken
Once more in man's impatient breast
Hungers no death can put to rest—
The Dream, the Courage, and the Quest!

—*Joseph Auslander.*

The JOURNAL of TRUE Education

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

Reading Readiness

Alice A. Nielsen

DIRECTOR OF TEACHER TRAINING, WALLA WALLA COLLEGE

ONE need not be an educator to be able to see clearly the inconsistency of holding rigidly to the "American tradition" of sending a child to school at the age of six. Passing from first to second grade, or any succeeding promotion, is based on the achievement of the child, measured by his success in competition with his fellows in the subject-matter content of his grade. In order, then, to be consistent in this respect, the school is confronted with two possibilities: Either it should accept the child on the basis of previous achievement or ability, or it should promote him on the basis of chronological age. Some modern schools have adopted a "promotion-for-all" plan of procedure, but it is obvious that this merely delays the day of reckoning and serves as an even greater handicap at a later time.

Authorities vary in their estimates of elementary-school failures occurring in the first grade. Many of these failures occur because of inability to measure up to the standards set for reading in grade two. This becomes at once a picture of waste of time and effort by both student and teacher. It is even more serious

when we consider the effect of failure in the life of the six-year-old.

No subject in the elementary curriculum has received more attention during the last decade than the teaching of reading, and the findings on the question of reading readiness have been hailed as the most important result of this study. It is most interesting in summarizing the conclusions of these studies to see how definitely they point in the same direction as the instruction given by the Spirit of prophecy so long ago.¹

Before a baby can learn to walk there are certain stages of development through which he must pass, and a certain degree of maturation must be reached before he is expected to attempt to take those first steps. Some children begin to walk at a much earlier age than others. Just so there are certain stages in maturation through which the child must pass, and certain abilities he must develop, before he is ready to undertake the experience of learning to read.

Various criteria have been set up, and a number of tests have been developed

¹ Ellen G. White, *Testimonies for the Church*, Vol. III, p. 137 (first published in 1873).

to be used in determining reading readiness. Although the items as listed by various authors differ somewhat, there are certain factors common to all which have been selected for this discussion.

There is an increasing tendency among educators to delay the age for beginning the study of reading. It has been found that mentally dull children seem to have a greater opportunity for success when reading is deferred until a chronological age of ten or eleven years. This may mean a mental age of seven years. The delay assures a richer experiential background for a more successful and satisfying reading experience. It must be remembered that there are as many children with a chronological age of seven years who have not yet reached that point in their mental development as there are children who have surpassed it.

Some interesting studies have been made which indicate a great waste of time and effort on the part of both teacher and child in beginning reading at too early an age. It is evident that the same achievement might be possible in a much shorter time if the reading experience were postponed, not only because of the mental maturation of the child, but also because of his greater eagerness to learn. Someone has suggested that the proper question to ask, though a difficult one to answer, is at what age children would profit most from learning to read, rather than what is the lowest age at which they can successfully be taught. It is altogether possible that an understanding of the problem and a willingness to break away from traditional school plans might prove economical in more than one way.

One error common to children beginning to read is the confusion of letters and word forms known as the reversal tendency. A child with this difficulty is unable to distinguish the difference between such forms as *b* and *d*, *m* and *w*,

or *on* and *no*. Careful study has revealed no cause or cure, but a close correlation which exists between immaturity and the reversal tendency.

A second factor of major importance to reading success in any year is physical readiness, which includes good general health, and specifically good hearing and good vision. A child with poor health will more easily become fatigued, thus dulling his senses and making it more difficult for him to retain what he has learned. He is also more likely to be unable to resist contagion, an important influence in regular school attendance.

Auditory acuity is essential if a child is to hear correctly and be able to reproduce the new word he meets in his reading experience. The immature child with perfect hearing may have difficulty in recognizing likenesses and differences in words because he has not yet developed fine discrimination in hearing and reproducing sounds.

The average child at the customary age for entering school is normally farsighted. This explains why so frequently a child will make an excellent start reading from the wall charts and the blackboard and then suddenly be unable to keep up with the class when work is begun in the primer. The child himself does not realize that he cannot see as well as he should, and at once becomes confused and frequently discouraged. Unfortunately, the Snellen Chart, which is the common and only inexpensive means now available for testing eyes in the classroom, does not discover hyperopia, or farsightedness. In fact, a child with hyperopic eyes is frequently considered to have better than normal vision. Farsightedness tends to decrease with advance in age. Astigmatism and poor coordination of the eyes are also common among six-year-olds.

Studies tend to indicate that the reading span, the number of words that can be taken in by the eyes and remembered

in one glance, increases with maturity. It is thought that a reading span necessary to successful reading of word units does not come before a mental age of seven or eight years. Maturation also tends to improve efficiency in eye movements.

A third factor recognized as important for successful school experience is social and emotional development characterized by responsiveness, good work habits, self-confidence, absence of tensions or fears, and desirable attitudes toward lessons, teacher, and classmates. Any personality trait which prevents normal participation in classwork will naturally interfere with success in learning to read.

All the other factors which greatly influence the progress of the beginner in reading have to do with his previous experience, both incidental and purposeful. In the first place he must have a background of general experience common to those he will meet in his reading. Even primers written in a simple manner are too difficult for the child to understand if the experiences described have not been his own. One has only to observe the children in any first grade to see at once the difference in the amount of general experience possessed by various members of the group. In one class of twenty-two first and second graders living in a suburban community where trains pass several times each day, only seven had even seen the inside of a railway coach until taken for a short train ride by their teacher at the time they were reading about various kinds of transportation. Wide experience serves not only to give the child the background of knowledge necessary to understand what he reads, but also develops his interest in the world around him, and arouses within him a desire to read to satisfy a felt need.

A careful scrutiny of the first three factors mentioned, mental, physical, and personality development, would be in-

clined to lead one to conclude that many problems in beginning reading might be solved by keeping all children out of the classroom until the age of eight years at least. It is true that such a procedure would ensure having a much larger percentage of beginners with a mental age sufficiently advanced to undertake the reading process. Such a delay would undoubtedly be a benefit to many children from a health standpoint, allowing time for further physical maturation and the building of stronger bodies. There would be fewer cases of eyestrain due to hyperopia. In some homes the delay in formal education would be used in surrounding the child with a background of experiences which would provide still further intellectual stimulation.

When one attempts to carry this plan into actual practice, numerous problems at once arise. With a constantly increasing membership and a growing school enrollment the teacher yearly faces more heterogeneous groups of parents and children. A vigorous and continuous campaign in behalf of delayed school attendance will reach some parents and serve the desired end. But what of the larger numbers of boys and girls whose home circumstances are such that the parents cannot or will not fall in line? There are the children whose mothers work away from home. There are those from so-called "divided homes" in which one parent or the other insists upon school attendance at six. There are those who need the influence of the school at as early an age as possible.

In many such cases the issue becomes, not a question of school at six or eight, but a question of which school. In frequent instances the modern schoolroom, with good light, proper heat and ventilation, carefully supervised frequent play and relaxation periods, well-fitted desks, warm lunches, and trained teachers, provides for the child a far more

Please turn to page 30

Would You Accept the Call?

Hazel I. Shadel

RECORDING SECRETARY, APPOINTEES' COMMITTEE

HOW would you like to visit the Appointees' Committee of the General Conference some Wednesday afternoon? Perhaps you would like to know a bit about what goes on in this committee before you accept the invitation. It is the duty of this group of men, chosen by the General Conference Committee and consisting of one or two men from each of the departments, to select appointees for the mission field, to consider the medical reports of furlough workers, and to approve the selection of the ministerial interns by the many conference committees.

When the committee decides on a name, it is recommended to the General Conference Committee and is voted upon. The letter of call for this worker is sent through the union and local conferences. In it are medical blanks for the appointees. If the appointee is favorable to the call, he goes to an authorized physician and has a medical examination. The medical blanks are returned to the General Conference office and placed in the hands of the medical secretary, who reviews them and brings them to the Appointees' Committee. If the appointee passes the medical examination satisfactorily, he is informed of this, and is asked to begin correspondence with the treasury and transportation departments. There are times when it is necessary to delay clearance, and the appointee is asked to submit a recheck of his physical condition. This delays the appointment, and in the end may cause a release from the call. Again, the medical report may be indicative at the time presented of trouble that precludes the consummating of the appointment.

The secretarial office receives the calls for workers from overseas divisions. A list of the calls from each division, with their status, is prepared once each month and presented to the committee members. However, the committee meets once each week, and the active calls are kept before the members.

In a mission field, because of limited budgets, it is necessary to distribute funds most carefully; hence requests for workers call for people qualified along as many lines as possible. It may be of interest to know what is included in some of these calls. A few are listed below.

Two nurses.—As well prepared as possible, for they will have to manage everything in the nursing line. They should be able to supervise other nurses, teach in the training school, do surgical nursing and X-ray and hydrotherapy work.

Principal and educational secretary of union.—Administrative ability as principal. Teaching qualifications and ability to lead in promoting educational and Missionary Volunteer activities. Some knowledge in industrial lines. Would suggest that wife have both teaching and managing ability. Music to be cared for. Preceptress work to be arranged.

Bible teacher-preceptor; wife, matron.—Qualified to teach Bible in the academy. It is expected that this man will live in the boys' home and be preceptor; so qualifications for this work are necessary. It is hoped that the wife can act as matron. This would imply qualifications to look after the kitchen and to provide appetizing and healthful meals. It would be desirable for the wife to be a qualified teacher. The matron will

have to learn the native language so as to be able to handle servants in the kitchen.

Cashier-bookkeeper.—Well-qualified bookkeeper and cashier, with some managing ability, capable of substituting for treasurer on transportation and house-repair problems.

Evangelist; medical worker.—One of this couple should be a graduate nurse; the other, a teacher. Both are expected to work. The persons chosen for this place should be somewhat different from workers in other parts. The weather is cold in winter, and they should be willing to pioneer in a cold country and be hardy enough for this work. This couple should be able to operate a small dispensary, conduct a school on the plains, should be willing to itinerate, and to do evangelistic work.

Director-evangelist.—Experience as an evangelist and ability to lead out in local mission work in a field where there are experienced native workers under him. Departmental experience would be desirable.

Preceptress-matron-nurse-dietitian.—Call received in April, 1937. After it had been passed to a large number of girls, and many others had been investigated, in April of 1939, just as correspondence had been started with a young woman who really was interested in going forward, the division canceled the call. Many of the girls asked to consider this call felt that they were not willing to go alone; others could not go for health reasons; and still others felt that they could not qualify. Responsibility toward parents was another reason. At first glance, it will be noted that all the qualifications listed would be hard to find in one person.

Business manager for hospital.—College graduate with some business experience, robust health, practical ability in the maintenance of property, promise of executive ability in general mission

work; not more than thirty years of age. Desirable, but not essential, that wife be nurse or dietitian.

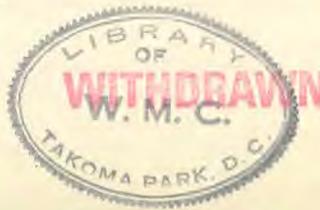
Stenographer.—Someone with Spanish would be very helpful; also one with considerable experience, who could act as office secretary as well as stenographer.

All questionnaires that come from those interested in foreign service are placed in a file in the office. The name is recorded under the classification of work in which he or she is interested. When a call is received, the file is diligently searched for someone with proper qualifications. If possible, several names are taken before the committee for consideration. Now and again, members of the committee are acquainted with someone with just the qualifications desired.

In May, 1939, a call was received for an educational and Missionary Volunteer secretary. Up until August, 1940, seven different persons were placed under appointment; the seventh accepted, and sailed. Some of the appointees were released because they were not interested in mission service. In several cases the health of the wife precluded acceptance. This is not an isolated case.

Then, again, a call is received, the first one appointed accepts, and in from three to four months the appointee is on his way. This is a cause for rejoicing in the mission field, as well as among the members of the Appointees' Committee.

This past year an unusually large number of calls were received. On one agenda were listed six evangelists, three doctors, five nurses, one stenographer, an educational and Missionary Volunteer secretary, a principal qualified to act as union educational secretary, a Bible teacher-preceptor, his wife to serve as matron, an industrial-school man, three teacher families, and a couple, the husband a teacher, the wife, a nurse. This did not include all the calls in hand, but those for which the committee had suggestions.



The Vitamin of Education

Harvey A. Morrison

SECRETARY, DEPARTMENT OF EDUCATION

MUCH has been written during the last several years concerning the failure of education. Various changes have been made in curriculum and in teaching methods. It seems, however, that with all the increased facilities and more extensive preparation on the part of the teachers, education has not been made to function as it has in times past.

Many years ago it was determined that in the use of foods, something other than sufficient protein, fats, and carbohydrates was necessary. This led to the discovery of the vitamin, which seemed necessary to make these elements operate in building up the body and sustaining life.

Schools today are well able to supply basic elements of education to children, but that which seems necessary to make these important elements work is lacking. For the want of a better term, in this article the missing element will be called the vitamin of education.

Some educators for a long period of time have been watching the reports of various research problems to see if some of them might have a bearing on this important question. It is evident that something outside of what is ordinarily called "scholarship" has much to do with causing the school program to function.

In *School and Society* of June 22, 1940, there appeared an article that throws some light on this question. It gives a report of a study made in Indiana State Teachers' College, concerning the effect on his grades of a student's working.

One group in attendance at this college is made up of students who have received scholarships by competitive examinations, two students being allowed from each county. Seventy-six of these

superior students entered this college in 1938. Thirty-three of them received employment through the National Youth Administration. The psychological rating of the group not employed in the N. Y. A. was 80.7, while those employed averaged 76.08. The ranking of the N. Y. A. group was, therefore, 4.62 points lower than the non-N. Y. A. group. It would naturally be expected that the non-N. Y. A. group would have higher ranking in scholarship, but this was not the case. The scholarship index of the N. Y. A. group was 81, and that of the non-N. Y. A. group was only 73.8, or 7.2 points lower than the N. Y. A. students.

In the *Journal of Higher Education* for June, 1940, there appeared an article by Paul Kaufman, entitled, "The Graduate School of the Department of Agriculture." This article reveals that there are 110 different courses being conducted in the school and that the credits from these courses receive very cordial acceptance in the graduate schools of the various universities of the country. The high regard for the work done in this school is emphasized by a statement quoted from Dr. Burton E. Livingston, who is director of the Laboratory of Plant Physiology at Johns Hopkins University and conducts one of the courses in this graduate school. He is quoted as saying, "These classes were the most remarkable group that I have ever had the privilege of teaching," and he suggested that they receive 50 per cent more credit than the regular university student would receive.

Others have concurred in this appraisal of the work. In the Central West

it was observed that the men and women who came from the farms made the best students in the universities and colleges. The professional schools where the motivation for learning is direct and specific have an advantage in developing high scholarship.

Fifty and more years ago the majority of the youth of this country were surrounded with conditions that led them to take on responsibility and appreciate to a high degree the value of knowledge. It has been my opinion for a long time that one important element in getting an education is that the student must have a very high appreciation of knowledge and understand its possible meaning to his life accomplishments.

Many years ago I accompanied one of our older workers on a visit to a businessman who was associated with a university faculty. In the course of the conversation this university professor said to my friend, "Doctor Blank, from what university did you graduate?" And the answer was, "From the University of Hard Knocks." He possessed the vitamin of education and was able to make every particle of knowledge that touched his brain function to some good purpose. His intellectual awareness of the value of knowledge was greatly sharpened by the emotional factors motivated by experiences which develop through responsibility.

The feeling of the need of education and the understanding of its value serve greatly to stimulate the alertness of the mind and cause the factual to take on real meaning. Most students today need a motivation that will induce a spirit of earnestness and drive in their educational endeavor. One of these possible means of motivation is religious experience and the desire to fill one's place in the work of God in the earth.

Many students from our colleges have been asked, after taking graduate work, to become assistants in the department

in which they have studied. It does not appear that this experience is occasioned by the fact that they had greater mental ability than others, but that they had that indescribable something—the vitamin—that gave them that persistent drive so necessary for achievement.

Our young people are surrounded with the influence of the times, and to an extent have succumbed to those things that subtract from the best achievement; yet, on the other hand, the teachings of our people, the simple living, the necessity of bearing at least some responsibility in childhood and youth, all combine to give stimulation to the learning experience and thus to conserve the vitamin. The problem of today is to give the youth sufficient of the vitamin of education to make his mind and heart so alert that the impressions will sink deep into the soul. In this respect I believe Seventh-day Adventist young people have a privilege that far surpasses that of their fellow youth.

It would seem from these observations that the question of mental awakening has as much to do with mental achievement as has the height of the intelligence rating, or perhaps more. But few people use their mental faculties to the full capacity, and that use depends a great deal on the urge. These factors that create urge and driving force have very much to do with achievement.

The experience of carrying responsibility and burdens, the contact with and appreciation of life's needs, has much influence on the urge and driving force of the individual. The proper concept of religion, and the experiencing of it in the soul, is also a great stimulus.

To make education a more powerful factor in the training of our youth, we should provide the vitamin of education, which means bringing to them those experiences that will create the urge and driving force so necessary for all achievement.

The Verse Choir Memorizes a Poem

Enid Thompson-Van Asperen

PACIFIC UNION COLLEGE

IN the October issue of the JOURNAL it was possible only to introduce this delightful subject of choral speech for children. An outline of the purposes and uses of the choir, as well as a discussion of its organization, place in the curriculum, and various problems facing the conductor, was presented. Criteria for selecting a poem that would appeal to the class were also given in this foundational study for the teacher. The most important part of the project, in which all the teacher hopes to achieve may be gained or lost, is the presenting of the poem to the children.

The teacher must make her story of the poem so vivid that the pupils at once enter into the spirit and understanding of it. If the children seem to have a natural distaste for poetry, choose a humorous storytelling poem to start with. The following is the first poem which was introduced to the verse choir in grades one to four.

"Once there was a snow man
Stood outside the door,
Thought he'd like to come inside
And play about the floor.
Thought he'd like to warm himself
By the firelight red;
Thought he'd like to climb right up
In the big white bed.
So the North Wind came along,
Blew him in the door.
Now there's nothing left of him
But a puddle on the floor."

The children had recently seen snow for the first time. The flakes had fallen thick and fast overnight, and they were delighted at the prospect of playing in it. Without this, the poem would have had little meaning. The children must

be able to "experience" a poem if they are going to enjoy it.

As an introduction, the teacher told a story of a huge snow man she had once helped her brother build. (Nothing was said about "The new verse choir we are starting—wouldn't you like to join?") As she talked, with chalk in hand, a jolly snow man began to take shape on the blackboard. The children liked the story and the picture; so the teacher raised the question, "What would have happened to the snow man if we had brought him inside the house?" After the expected response she said, "Of course. He would have melted. But I know a poem about a snow man who *wanted* to come inside. Listen to the story, and you'll find out what happened to him."

The teacher then repeated the poem from memory with such expression that the children were delighted and expressed the wish to learn it. But since the class period of only a few minutes was gone, the teacher promised that they might learn it next time. Seat work immediately followed this period, in which the pupils cut out white snow men and mounted them on black paper, drawing a background with white crayon. These pictures were presented in class the next day, when the teacher again recited the poem.

During the third repetition by the teacher, the children noted the pulse or rhythm. She questioned the group as to the type of movement the poem suggested. They thought it had a swaying movement, especially where "the North Wind came along."

Next, the class lightly clapped the rhythm, making no sound, keeping time during the pauses as well as when the words were spoken. In the next step the children were told to "think" the poem, putting their speech organs in motion, but not using the voice. A little game was played during this step: One child "lipped" a line silently with exaggerated lip movement, the class guessing which line he had in mind. The one who guessed correctly had his turn at "lapping" a line. This is an excellent exercise for a tight jaw and lazy lips, but it must not be prolonged.

In the above poem the teacher gave the first four lines, asking the children to repeat them softly. For the sake of variety the first row of children repeated the first line, the second row the following, and so on, until they knew the first four lines well. The same procedure was used in learning the other lines.

The teacher next cautioned the children to listen to one another. She wanted them to sound like a choir, with all voices in the same pitch and mood. The expression was well thought out from the first, the children catching the spirit from the teacher. This group thought that the first four lines should be told in a storytelling fashion, the next four in a somewhat amused tone, with emphasis on the word "warm" (drawing out the vowel). A rising inflection was used for the phrase, "climb right up in the big white bed." These lines were followed by a definite pause. Here the children assumed the position of swaying trees, increasing the tempo of the line, "So the North Wind came along." The verb "blew" was marked by a gradual crescendo, growing very loud and then fading into the sound "oo-oo!" to imitate the wind. Another pause, and the children said with affected sadness, "Now there's nothing left of him—but a *puddle* [all pointing and glancing down in the same direction] on the floor!"

This little joke was always followed by a broad smile, for the class never grew tired of repeating it. They were soon able to stand in formation, which helped the blending of voices and produced a pleasing effect. The verse choir had been incorporated into the daily program as a pleasurable, worth-while activity.

Soon the beginners were ready to appear in a program, the main feature of which was the verse choir. This required a minimum of work on the part of the teacher, with less attention to individuals. For instance, when a long poem was given, the slow children did not have to labor over memorizing every line. One bright little girl who was always looking for something to keep her busy gave most of the poem as a solo part. She interpreted it beautifully, giving color to the whole performance.

So that the teacher may have an example of an effective arrangement in a longer poem, Emily Huntington Miller's "The Bluebird" is given here with the lines marked for boys', girls', or solo voices, as well as for the unison parts. For the sake of expression, the words to be emphasized are italicized.

Unison:

1. I know the song that the *bluebird* is singing,
Out in the apple tree where he is swinging.

Boys:

2. *Brave little fellow!* the skies may be dreary,
Nothing cares *he* while *his* heart is so cheery.

Girls:

3. Hark! (pause) how the music *leaps* out
from his throat!
Hark! (pause) was there ever so *merry* a note?

Unison:

4. Listen awhile (softly) and *you'll* hear what
he's saying,
Up in the apple tree, swinging and swaying.

Solo Voice:

5. "Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,

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Organizing the Institute

Theodore E. Lucas

EDUCATIONAL SUPERINTENDENT,
WISCONSIN CONFERENCE

THE elementary teachers' institute is an important occasion for the superintendent and his teachers. It is the superintendent's golden opportunity to unify and strengthen his work and the work of his teachers and to clarify his administrative policies.

The institute should be arranged for as early in the school year as possible. Some superintendents are conducting successful institutes the week preceding the opening of their schools.

The type of program presented at the institute will depend largely upon the teacher setup. If the group includes several new and inexperienced teachers, the program will obviously differ from that presented to a corps of experienced teachers. Whatever the type of program, it is important that the superintendent shall have well-defined objectives. He must carefully plan a program and follow the plan. This will assure continuity and avoid confusion. Changes in an institute program are dangerous to the program as a whole. Generally the time allotted to the institute is short, and every minute must be accounted for and used to advantage.

The teachers' institute is a cooperative project. The superintendent should solicit the cooperation of his teachers in building the institute program. Either by personal contact, by letter, or by questionnaire, he may learn which topics the teachers are most desirous of having discussed and which will benefit them most. Certain topics are seemingly an inseparable part of the institute. Topics that deal with administration, objectives of Christian education, discipline, playground supervision, methods, and Mis-

sionary Volunteer work seem useful at any elementary institute. Presentations on music, art, and handwriting are always welcomed enthusiastically. A live list of agenda topics is indispensable.

The assignments for the institute should be made early enough to assure thorough preparation. The persons responsible for the presentations should be informed as to when their topics are expected and how much time will be given them. The topics should be assigned a definite time. The time allotment will vary, but ordinarily the presentations should be brief. Fifteen minutes is usually long enough. This will leave ample time for discussion, which is as important as the presentation itself. The keen superintendent will engineer his program tactfully, so that the time factor will be one of advantage rather than of embarrassment.

After the program has been arranged, the material should be mimeographed and may be assembled into an attractively designed booklet. The program should be sent to all who plan to attend the institute. This will give opportunity to prepare for participation in the discussions.

The teachers' institute should, above all things, be an informal meeting. It will be better if it can be held in a schoolroom rather than in a church auditorium or some other room where the classroom atmosphere is not felt. The informality of the sessions will encourage discussion and cause the program to be alive and interesting. If the institute is being held in the classroom of a successful teacher, a previously arranged teaching demonstration may prove profitable. Some

superintendents have demonstrated the value of this procedure.

An ideal institute personnel would include a General Conference representative, the union educational secretary, the normal director and a critic teacher from the college, the academy principal, a doctor or a nurse, and the conference officers. This would provide the superintendent with expert assistance in presenting a well-rounded program.

The display is important to the success of the institute. The superintendent should arrange with book companies for materials that will be of the most benefit to the teachers. If the conference is one in which most of the schools are rural, there will be real benefit derived from the display. One superintendent has an arrangement whereby the supply concern permits him to select his display material. Again the group with which the superintendent is working will affect the materials he will choose for the institute. The Book and Bible House should have a well-selected display.

The alert superintendent will secure helpful free material for distribution. Usually the State department of education has a worth-while supply of material of this nature. Many dairy concerns also furnish free material. The State Tuberculosis Association in most States offers an excellent line of leaflets, posters, and charts which are educational and enjoyable. The American Automobile Association is a source of safety materials.

The social and recreational aspect of the institute should not be overlooked. The teachers carry a heavy daily program in their schools. Social activities afford relaxation. Perhaps an evening of moving pictures, or a banquet, or a party at which new and interesting games are played will cause the teachers to feel that the institute is not altogether a place of study and work, but an opportunity for enjoyable social hours. Time should be given at noon and evening for simple

recreation, such as walks and volleyball games.

Special music should be planned for every session. There is usually enough talent among the teachers so that this does not prove a task. Sing together old and new songs from the Missionary Volunteer Songbook. One of the teachers may be asked to be responsible for special music, another for the display, and another for recreation. The superintendent may arrange with the academy principal for a half-hour program to be presented by the faculty and students of the school. This provides wholesome relaxation and at the same time promotes academy interests.

Intermissions should be frequent and necessarily brief. Time will be gained by this type rather than by the longer intermission that comes after lengthy periods of study.

The devotional aspect of the institute cannot be overemphasized. Teachers will go from the institute benefited spiritually and with a determination to increase the spiritual atmosphere of their schools, or they will go away feeling that the institute has not been a spiritual success. This phase of the institute should be studied carefully and planned even more thoroughly than other phases.

Teacher transportation should be arranged, so that the teachers will have no doubt as to how they are to come to the institute and return to their schools.

The superintendent will be the master of ceremonies, and the program will move according to his direction. He must be well informed on the topics presented, so that his contributions will be respected. Thus the teachers will gain confidence in his ability to move forcefully ahead. The influence of the elementary teachers' institute will project itself into the educational program of the conference, and may be a decided advantage in fostering a strong system of schools.

English Teaching in the Academy

Florence I. Tucker

INSTRUCTOR IN ENGLISH,
MOUNT ELLIS ACADEMY

ONE day while crossing the Atlantic from France to New York, one woman passenger said to another, "I wish to compliment you on the speech of your young son. He uses such good English." This puzzled the second passenger. She could not see how his speech was different from that of any other thirteen-year-old boy. But when she arrived in the States after an absence of eight years, she could well understand what the woman meant.

For most of the language-formation period, this boy had been in a more or less isolated group of English-speaking adults and children—a group that was careful of its speech. He had also been carefully taught to form the proper speech habits. No wonder, then, that his speech was so noticeable to those who had recently lived in America. A few weeks later, this same young son, who had been so carefully taught, was saying, "Ain't got no," "That's him," "Sure, I done it," and all the rest of the improper speech forms that are so common today. When spoken to, he would reply, "Yes, I know better, but it's smarter to talk that way. Everybody else is doing it."

And almost everybody else was doing it, too. One English teacher uses the past participle form of the verb for the simple past, and says, for example, "when I come back," for "when I came back," and "he done it," for "he did it." These are common errors with many people, but an English teacher must not be guilty of them.

These conditions lead to the first conclusion: *English teachers must first check up on their own mistakes in speech before they can set themselves to the task of checking up on others.*

An English teacher can handle students, but she has a very delicate situation on her hands in the case of other teachers who have lazy speech habits. Every teacher knows the proper forms of speech if he would but stop and think. But so many speak without thinking.

And this leads to a second conclusion: *The speech habits learned in early childhood are stronger than rules learned in the grammar and English classes in school.* Therefore the greatest responsibility for the development of the proper speech habits rests with the parents.

But when the parents fail in this responsibility, the teacher must do more than her part. She must tear down old speech habits and build new and correct ones. The sooner she can be at this, the better. With each passing year these poor speech habits become more fixed.

The third conclusion, therefore, is: *The primary teacher, who introduces the pupil to the long climb on the ladder of education, holds the key position and should be constantly on her guard to make corrections and to drill every student in the proper methods of speech.*

But when the primary teacher fails because she has such a crowded program and "can't do everything," or because she does not recognize and correct errors in speech, and when the intermediate teacher fails for these same reasons or for others, then the student arrives in the academy almost eight years too late to be helped much by the academy English teacher.

The technique of grammar learned in the classroom is not sufficient to tear

down old habits and to build new ones. A tenth-grade English class may understand perfectly the rule for the use of the nominative pronoun after the verb "to be," and yet leave the classroom saying, "That's him, all right."

This contributes to the fourth conclusion, which is: *There should be a more definite correlation between the teaching of grammar and the everyday speech habits of the students.*

This presents a major problem. The classroom work alone will not do it. A teacher must be constantly on the lookout for the mistakes in the speech of students, not only in the classroom, but on the campus, in the dormitories, in the dining room, and in all contacts with the students. With tact, these mistakes should be corrected immediately. A general policy should be established in the school in order that all students will understand and will be willing to accept these corrections. A definite campaign which enters into every phase of the students' speech life should be carried on throughout the entire year. Good English Week is an excellent idea, but one week is not sufficient.

That leads to the fifth conclusion: *There should be thirty-six weeks of good English.*

This is too large a task for the English teacher. She cannot do it alone. It requires the cooperative effort of every student and every teacher. Everyone must be made to feel the need. Without this cooperation there will be no success.

Therefore the sixth conclusion is: *Every teacher, whether he is a teacher of Bible, history, science, or mathematics, must cooperate every day throughout the year in this crusade for better speech habits.*

English is a broad subject. It includes not only speech, but also the fields of literature, reading, composition, grammar, and spelling. All are vitally important. All are needed to give the stu-

dent the power of self-expression, the power to appreciate literature, which is the interpretation of life, the power in the habit of accuracy in both oral and written work, and a thorough mastery of a small body of grammatical and rhetorical principles.

But something is wrong with the present system of teaching English. There is not that mastery by the student in his habits of oral and written work, or that mastery in those grammatical and rhetorical principles, which would give him the necessary confidence.

The seventh conclusion, then, naturally follows: *The methods of teaching English must be revised.*

The study of a foreign language may illustrate how this might be accomplished. One must put aside his thinking and talking in English and build a new habit of thinking and talking in the other tongue. This takes hours of drill and repetition of words, phrases, and sentences. It may be necessary to go over these words, phrases, and sentences several thousand times until they become a part of one. Then, and not until then, can one begin to have confidence in the use of the language.

If the teacher of English would take these common errors in speech and these few basic principles in grammar and rhetoric and drill the students in them—not just a few times, as is usually the case, but several thousand times—greater progress would be everywhere evident.

This leads to an eighth conclusion: *Only constant drill will give the students mastery of the English language, and confidence in the use of it.*

When the teacher realizes that before her sit future ministers, teachers, conference workers, and college presidents, it should spur her on to do something very definite about the situation.

The last conclusion is: *It is a big problem, and the time to do something about it is now!*

THE UNKNOWN TEACHER—*An Editorial*

THE World War was won by the unknown soldier. There could have been no Foch, no Pershing, no Haig, without him. He it was who wallowed in the mud of no man's land, fought the vermin and the disease of the dugout, hacked in a withering fire at the barbed-wire entanglements, and immortalized Vimy, the Somme, Gallipoli, and the Argonne. He received no Victoria Cross, was never cited for extraordinary valor, but he did hold the key position in every sector of the trenches.

It was his toughness of fiber, his unrelenting grit, his undaunted courage, his readiness for pain, his self-sacrificing devotion, his grim humor, and his sustaining hope that made possible the Armistice. The laurels of others' honors are intertwined with the thorns of his sacrifice. Because there were legions of him, possessed of his spirit and his qualities, there could be a commander in chief and victory. Without him—defeat, dishonor, ignominy.

The church has great names in its galaxy of honor. Widely heralded victories have reechoed in the arches of its cathedrals. Fruitful estates and rich mines of material treasure have stood to its credit, but the greatest wealth of the congregation lies, as it always has lain, in the unknown soldier of the cross. His life of devotion, his work of love and sacrifice, his loyalty to the cause, his unflinching attitude toward persecution, his willingness to die for the truth, and his readiness to speak quietly of his inward confidence and hope, have given him the key position in every sector of the church front.

There are many workers today in the congregation of the Seventh-day Adventist Church. Most of them suffer and

sacrifice alone, how much, only they and an omniscient God know. They face taunts courageously. They meekly bend their backs to heavy loads of service, and look up hopefully to an understanding Saviour. Their trust does not waver, for they know that God's plans work out best for His children. They give, expecting nothing in return but the joy of sharing in the progress and victories of a rapidly advancing cause at home and abroad. They build the spiritual house, that others may receive instruction, have security, and learn more perfectly the way of victory and salvation.

Many a teacher in a church school occupies the position of the unknown worker. Unobserved at her work, save by the children whom she daily leads in worship and study, this devoted servant gives unstintingly of her intellectual, physical, and spiritual forces. She bridges the way between childhood and maturity with instruction and inspiration. She teaches the necessity of discipline and industry, of purpose and ambition, of prayer and praise. Her hours are long; her burdens are never quite removed. Her task calls always for more and yet more of her life energies.

Without her, many little feet would never find their way into church membership and responsibility. Because of her the church is richer in its heritage of youth, and in its sturdy, substantial support by the mature. It is her patience under strain, her confidence in the child when others doubt, her dogged persistence at an unending task, her willingness to be unseen, unsung, and unknown but to God and her children, her devotion and prayerful trust, that will intertwine her thorns of sacrifice with the final laurels of victory of the church.

THE REWARD OF SERVICE

"It is the privilege of the faithful teacher to reap day by day the visible results of his patient, persevering labor of love. It is his to watch the growth of the tender plants as they bud, and blossom, and bear the fruit of order, punctuality, faithfulness, thoroughness, and true nobility of character. It is his to see a love for truth and right growing and strengthening in these children and youth for whom he is held responsible. What can give him greater returns than to see his pupils developing characters that will make them noble and useful men and women, fitted to occupy positions of responsibility and trust,—men and women who in the future will wield a power to hold in check evil influences, and help in dispelling the moral darkness of the world?"—*Counsels to Teachers*, 104.

"Teachers, what opportunities are yours! What a privilege is within your reach of molding the minds and characters of the youth under your charge! What a joy it will be to you to meet them around the great white throne, and know that you have done what you could to fit them for immortality! If your work stands the test of the great day, how like sweetest music will fall upon your ear the benediction of the Master, 'Well done, good and faithful servant; enter thou into the joy of thy Lord.'"—*Fundamentals of Christian Education*, 90, 91.

"In this life our work for God often seems to be almost fruitless. Our efforts to do good may be earnest and persevering, yet we may not be permitted to witness their results. To us the effort may seem to be lost. But the Saviour assures us that our work is noted in heaven, and that the recompense cannot fail."—*Gospel Workers*, 512.

"Whatever crosses they have been called to bear, whatever losses they have sustained, whatever persecution they have suffered, even to the loss of their temporal life, the children of God are amply recompensed."—*Christ's Object Lessons*, 180.

"Glorious will be the reward bestowed when the faithful workers gather about the throne of God and of the Lamb."—*Testimonies for the Church*, IX, 285.

"Though the eternal reward is not bestowed because of our merit, yet it will be in proportion to the work that has been done through the grace of Christ."—*The Desire of Ages*, 314.

"Patience and perseverance will not fail of a reward. The best efforts of the faithful teacher will sometimes prove unavailing; yet he will see fruit for his labor. Noble characters and useful lives will richly repay his toil and care."—*Counsels to Teachers*, 236.

"No one can give place in his own heart and life for the stream of God's blessing to flow to others, without receiving in himself a rich reward. The hillsides and plains that furnish a channel for the mountain streams to reach the sea, suffer no loss thereby. That which they give, is repaid a hundredfold. For the stream that goes singing on its way, leaves behind its gift of verdure and fruitfulness."—*Thoughts From the Mount of Blessing*, 122.

"What can give you greater joy than to see children and youth following Christ, the Great Shepherd, who calls, and the sheep and lambs hear His voice and follow Him? What can spread more sunshine through the soul of the interested, devoted worker than to know that his persevering patient labor is not in vain in the Lord, and to see his pupils have the sunshine of joy in their souls because Christ has forgiven their sins? What can be more satisfying to the worker together with God, than to see children and youth receiving the impressions of the Spirit of God in true nobility of character and in the restoration of the moral image of God—the children seeking the peace coming from the Prince of Peace?"—*Fundamentals of Christian Education*, 271.

Making History Live

WHEN properly taught, history ceases to be a jumble of facts and dates, and becomes an intimate and interesting subject. If too academic, the teaching of history may be drab. The subject matter should be made vital to the pupil.

World history may be most effectively taught by dividing into units the various peoples of importance studied, such as the Egyptians, the Babylonians, the Hebrews, the Greeks, and the Romans. This will enable the teacher to vitalize the subject by concentration on one of these peoples at a time. However, care must be taken to make transitional steps, so that the momentum may be maintained. Momentum comes in when one moves from one point to another in a continual story. History is like a string of beads. Each bead is complete in itself, but there must be a continuous thread to connect the complete string. It is largely the job of the teacher to keep up this movement or momentum. Appreciation also depends largely upon the outlook of the teacher.

Closely associated with the appreciation of the subject matter is the appreciation of the persons being taught. A college history teacher told his class, "Remember you are teaching people who will be your equals or superiors. Treat them as equals. You are working with the best that America has to offer."

The following lesson plan is intended to demonstrate how the teacher may "make history vital." Egypt has been chosen because its peoples are among the first studied in world history, but one may make similar plans for each of the other early peoples.

LESSON PLAN: EGYPT

Teacher's Aims:

1. To trace the development of man and note the providential dealings of God with the children of men.
2. To aid the child in "living" the life of the Egyptian; to enrich knowledge and broaden outlook.

3. To appreciate the contributions of the Egyptians to civilization.

4. To appreciate the relationship of life today to that of the Egyptians.

Pupil's Aims:

1. To see what progress man made from prehistoric times through the story of Egypt.

2. To "live" with the Egyptians.

3. To appreciate the contributions of Egypt to civilization.

Presentation:

This step is largely dependent on the experience of the children in the particular class which one is teaching. A history class in Chicago might have had contact with Egypt through seeing the mummies in Field Museum; hence, that would be a logical point of contact. With pupils who are familiar with the story of Moses, the Nile River might be a good point of contact with the pupil. This question might be asked, "Why is there a strip of green beside the Nile?" In this connection the teacher in making her presentation might draw a sketch map of Egypt, locating the Nile, its delta, and a few points of interest, such as the pyramids. By use of a map create a setting for the study of Egypt.

Content:

I. Geographic features.

- A. Trade winds.
- B. Sahara.
- C. Nile.

1. Nile valley: delta, soil.
2. Inundation.

3. Irrigation: November to May; area, 1 to 5 miles.

II. Aids to irrigation.

- A. Shadoof.
- B. Lake Moeris.

III. Classes of people.

- A. Pharaoh.
- B. Two classes.
- C. Hyksos: Joseph and Israelites.

- IV. Agriculture.
 - A. Sheep or cattle: land of Goshen.
 - B. Cereals: storehouses.
- V. Implements and weapons.
 - A. Plow.
 - B. Stone replaced by metal.
- VI. Ornaments: metal.
- VII. Architecture and art.
 - A. Obelisks: Queen Hatshepsut.
 - B. Statues: Ramses II.
 - 1. Color.
 - 2. Glass eyes.
 - C. Paintings: pottery.
 - D. Tombs: Tutankhamen.
 - E. Carvings.
 - F. Temples.
 - 1. Karnak.
 - 2. Thébes.
 - 3. Luxor.
 - G. Treasure cities built by Israelites.
 - 1. Pithom.
 - 2. Rameses.
- VIII. Religion.
 - A. Re: sun-god.
 - B. Osiris.
 - C. Nile worship.
 - D. Animal worship.
 - E. Effect on religious life of the Hebrews.
- IX. Pyramids: 3000-2500 B.C.
 - A. Stones: masonry.
 - B. Mummies.
 - 1. Linen.
 - 2. Book of the Dead.
 - C. Khufu or Cheops.
 - D. Sphinx.
- X. Power aids.
 - A. Lever and fulcrum.
 - B. Roller and inclined plane.
 - C. Wedge.
 - D. Pulley.
 - E. Windlass.
- XI. Geometry and measurement.
- XII. Astronomy.
- XIII. Shadow clock.
- XIV. Calendar (inundation).
- XV. Written records 3400 B.C.
 - A. Materials.
 - 1. Ink: gum, water, soot.
 - 2. Paper: papyrus.
 - 3. Pen: reed.

- B. Hieroglyphics.
 - 1. Pictorial.
 - 2. Syllable signs.
 - 3. Phonetic signs.
 - 4. Alphabetic signs.
- C. Rosetta Stone.
- D. Value of written records to history.

Procedure:

1. Assign reading in textbook to be done by all pupils. Acquaint students with books for supplementary reading.
2. At next period show pictures of Egypt, developing discussion from them. This may take several days. The teacher shall constantly direct the discussion to create such an atmosphere as to cause the child to "live" in Egypt, at the same time covering much of the information in the outline at left, though not in a formal or logical way.
3. Call upon pupils at end of these discussion periods to give story of Egypt, meanwhile listing on board the important points in their proper relationship. This may be copied by pupils for notebook, if desired. A notebook might also contain pictures of weapons, a shadoof, obelisk, calendar, shadow clock, Egyptian writing, et cetera, which students can trace with transparent paper.
4. If desired, "A Day in Old Egypt," in which pupil may take the part of any character, may be used.
5. Teacher and pupils may work out a list of gifts which Egypt gave to civilization.
6. Projects in connection with Egypt:
 - a. Picture map of Egypt (colored).
 - b. A trip through the pyramids.
 - c. Drawing of the Great Pyramid.
 - d. Paste in notebook or draw examples of power aids familiar to Egyptians.
 - e. Try Egyptian writing from Book of Dead by means of sirup, soot, and stick for pen (Book of Dead may be secured from a public library).

LOLA DUTTER,
Teacher, Tomahawk, Wisconsin.

While Others Sleep

SOMEONE in a laboratory, looking down the tube of a microscope, will astonish the world with his discoveries. Someone buried deep in thought in the alcove of a library will revolutionize men's ideas of themselves, the world, and perhaps of the universe. Someone working zealously at a bench will turn the wheels of industry toward a speedier, more efficient output. Someone watching the course of financial events is laying the foundation for great wealth and power.

It may be a student thrilled with a new world unfolding to him with every page of a book he studies, or in an intriguing problem worked out by the light of the old kerosene lamp. His isolation now is no prison that can limit his contributions to knowledge or faith later. The spirit to achieve and the willingness to study while others play or sleep mark out the way for the future leader. It is but the foundation laying, but it assures the superstructure of the tomorrows. Prayer in the secret chamber has moved princes and empires.

The Home Study Institute was established as an aid to the men and women who possess indomitable courage, who refuse to concede defeat, who work on toward a goal despite obstacles or handicaps, who have the will to do and the purpose to fit themselves for more effectual service. How well the institute has helped others to reach their objectives is illustrated in the following appreciative words from its students:

"My wife and I are engaged in the organized work today because we chose to take a course of studies with the Home Study Institute after realizing that we could not possibly go away to school. The Home Study Institute to my mind is God's appointed agency for those who cannot attend one of our resident colleges, or who hunger and thirst after a deeper knowledge of Bible doctrines. Our daughter has taken three of your courses. We are indeed a family of Home Study enthusiasts."

"My children are both married and have homes of their own, and I felt that I should be improving myself, that I might become more efficient in helping others. Since taking the course in Lay Evangelism, I have had opportunity to conduct a number of Bible studies in people's homes, and also some cottage meetings. One of the interested ones has already been baptized. A number of others are coming along. At present I am giving seven Bible studies every week. My courage is good, and I have thoroughly enjoyed my lessons with the Home Study Institute."

"This is the last lesson of your excellent course in Gospel Salesmanship. . . . It has helped me in two different ways. First, I truly believe it has enabled me to attain a deeper consecration; second, it has helped me to acquire greater efficiency in presenting the truths for this time. I am a firm believer in your course in Salesmanship, and shall recommend it most highly to all our colporteurs."

"We live high up in the Rockies, fifty-three miles from a railroad, but we have daily bus service. These studies have been of untold value. They are the very help I have wanted and needed for thirty years. I have lived in thought with the prophets of old until they seem like personal friends to me. My heart has burned within me as I have realized how my own life has been because of lost opportunities. I am resolved to be a more profitable servant in the future. We feel that it is our duty as well as our privilege to do something to help our neighbors."

"The six-hour course I have just completed in Greek II has given me a cross-section idea of education through the Home Study Institute. I must admit that the word 'study' carries full significance, but those who would attain worth-while objectives expect to perform at their maximum ability. This type of education is the more valuable in that the achievement is based largely upon individual initiative."

The Music Festival

FOR many years the music festival plan has functioned successfully in various sections of the country. High schools and colleges have presented phases of music education in their annual gatherings, bringing their combined talent to some central school, where solo, group, and massed group work was featured.

Seventh-day Adventist educators have watched these festivals with growing interest, speculating as to the possibility of promoting similar endeavors in their own schools. At the time of the Northern Union secondary teachers' institute at Hutchinson, Minnesota, in 1938, with the counsel and guidance of union and local conferences, the four academies in that union voted to launch a program of annual spring festivals. The schools to be represented included Sheyenne River Academy, Harvey, North Dakota; Plainview Academy, Redfield, South Dakota; Oak Park Academy, Nevada, Iowa; and Maplewood Academy, Hutchinson, Minnesota, which was also selected as the host academy for the first festival, to be conducted in the spring of the following year.

Plans were carefully drawn up by a committee of music-department heads, administrators of the academies involved, and the union and local departments of education. There were matters of finance to consider in transporting students to the festival, as well as many other problems of housing and supervision. The plan agreed on included the following points:

1. That a music festival be held once a year, rotating among the four academies of the Northern Union.
2. That the time of this music festival approximate the date of the National Music Week, which is held the first week in May.
3. That a festival-news circular be distributed three times yearly to stimulate a growing interest in the work of the music departments.
4. That the groups from the academies arrive Friday afternoon; that on Sabbath

afternoon a sacred concert be given by all the groups; that on the evening after the Sabbath the regular music festival program be given; and that the host academy give a program Sunday morning.

5. That the committee in charge of the arrangements be composed of the heads of the four music departments, and that the music head of the host academy be the chairman of this committee.

6. That each of the academies and conferences and the Northern Union Conference contribute \$15 to assist in defraying the traveling expenses of three cars from each academy; that these cars receive three cents a mile for transportation; and that the host academy entertain the visiting academy groups gratis.

Two years of music festivals in the Northern Union have proved to be of great value and interest. The lifting of standards in music, and a deepening of appreciation for the beautiful things in fine arts, have given a spiritual stamp to the whole program. The best in music always creates a keen desire to foster only that which can truly glorify God. Last spring the massed choir of the four schools sang three Bach chorales in the Sabbath afternoon concert. The spiritual and musical understanding so clearly manifested in the singing gave a ringing testimony to the worth of such work.

The festival plan has also fostered a new spirit of unity of purpose, of friendliness, and of closer cooperation among the four academies. In no sense is this festival a music contest. Rather, it is an occasion of joint appreciation for that which is beautiful and eternal—an expression of nobility and purpose found in the sacred and secular music literature of the masters. It is a part of the education program of the church in providing every opportunity for development in all branches of learning.

ADRIAN R. LAURITZEN,
Instructor in Music,
Maplewood Academy.

A Visit to Hawaii

DURING the latter part of November and the first part of December it was my privilege to visit all our schools throughout the islands that comprise the territory of the Hawaiian Mission. The largest and most important of these is the Hawaiian Mission Academy, situated in the city of Honolulu, and under the direction of Frank E. Rice. He and his faculty are conducting a strong academy and training school, carrying work in some lines up to the fourteenth-grade level. However, after recent study of their plans and setup, it was decided to offer one year of postgraduate work. The present enrollment of the school, including all grades, is about four hundred.

The Hawaiian Mission Academy is a unique school in that a number of its young people are non-Adventists who come from heathen homes to learn the English language. As a result, they come in contact with our message, and many accept it. At the close of the recent Week of Prayer a baptismal class was formed of approximately thirty-five of these young people who have come from Hindu, Buddhist, and other non-Adventist homes. It was a real inspiration to see them taking their stand for the third angel's message.

When the Week of Sacrifice was presented to the student body, it met with enthusiastic response on the part of both the faculty and the students, who joined in giving about \$450. This is by far the largest amount ever given there in such an offering. It is the more remarkable when one realizes that some of the young people can hardly understand the English language.

The Hawaiian Mission Academy has outgrown its present quarters and needs to find room where it can spread out and have more opportunity for development. At the present time the spirit of the student body

and the faculty is excellent, and the quality of work being done is beyond reproach.

On the island of Kauai are two church schools. One is located within the mission ground at Kapaa, and is conducted by Miss Hand. Mrs. Oshita is conducting a school on the other side of the island. This school, which was built this year, is in a fine location, and there is plenty of land for additional development. It was a pleasure to meet the enthusiastic groups of Japanese, Filipino, and Chinese boys and girls here.

There is one school on the island of Maui, with Miss Chay in charge. She is a graduate of the Hawaiian Mission Academy and Advanced Training School, and is doing excellent work.

On the island of Hawaii there is a fine ten-grade school, with Mr. and Mrs. Horning as teachers. This school is located in the buildings on the grounds of what used to be a royal residence. The grounds are beautifully laid out and ideally located in the city of Hilo. Ample facilities are available for vocational training in woodworking and homemaking, and the teachers are leading out in a strong way in this as well as in other lines of educational endeavor.

Education is the entering wedge of our work in this island field, as in other lands. Many young people who come to our schools as non-Adventists become Adventists and strong leaders in our work. Our schools in this island field through the years have built a reputation for good work. Many of the young people carry the message into their non-Adventist homes as a result of attending an Adventist school. With the excellent leadership and splendid cooperation, real advancement may be expected in all lines of work in this field.

ERWIN E. COSENTINE,
President, *La Sierra College*.

Have You Read?

MATHEMATICS and foreign languages have been a bone of contention between high-school faculties and college entrance boards from time immemorial. The University of California insists that these subjects are a "sieve for sorting out those students who can do good work in higher education," and Oliver M. Washburn explains the policy in the *California Journal of Secondary Education* for November, 1940.

When the investigations of Thorndike and others some years ago led to the conclusion that skills and disciplines are not transferable from subject to subject, some looked for an early disappearance of mathematics and foreign languages from the curriculum, except as tool subjects for certain professions. That this has not taken place may be accounted for by several reasons.

First, it has been found that high-school grades in these subjects "offer the best prognostication of success or failure" in higher education. Second, these "core subjects" build good study habits. Such subjects as mathematics, languages, and some of the sciences are cumulative. Yesterday's lesson must have been mastered before today's can be understood. This is not true to such a marked extent in the social sciences. The habit of learning each day's lesson, of staying with a difficult task until it is mastered, is among the most valuable preparations for college that the secondary school can give.

So you expect to teach? It would be well to know where the openings for teaching positions are. "With few exceptions, commercial subjects, home economics, industrial arts, music, physical education, and art continue to offer best opportunities of employment in teaching." This is the report of R. H. Eliassen and Earl W. Anderson in the *Educational Research Bulletin*, September 25, 1940. "English, social studies, and modern languages usually are most overcrowded. In Pennsylvania, Neagley finds that the number of persons certi-

fied each year to teach English, social studies, and modern languages was at least ten times greater than the demand for the subjects; physics, chemistry, agriculture, and library seemed to maintain a fair balance between supply and demand."

In replies of State superintendents of education to a questionnaire presented by Tarkington, "20 States reported that the supply was less than the demand, 19 stated that the supply and demand were fairly well balanced, and nine States had an oversupply of commercial teachers." "At least five of the investigators stress the increasing demand for men teachers in high schools."

If a person desires only "to do as little work as possible and to be paid as much as possible for doing it, then his case is hopeless," says Nicholas Murray Butler, president of Columbia University, as he turns from his usual discussion of educational themes to consider "The Joy of Work," *Journal of the N.E.A.*, December, 1940. "The fact that work is the fundamental activity of our civilization, as well as the foundation upon which that civilization rests, and not a form of oppression or of punishment, seems to be almost entirely forgotten."

"If one can escape from work or can find no opportunity for work, he must become a dependent upon somebody or something." "The human world as we know it is the product of work—work with the hands or work with the brain. Its progress is made possible only by work."

"Every attempt, by whatever authority, to fix a maximum of productive labor by a given worker in a given time is an unjust restriction upon his freedom and a limitation of his right to make the most of himself."

"The Teachers Outtalk the Pupils," says Stephen M. Corey in the December, 1940, *School Review*. More than eight questions were asked by teachers to every one asked by a pupil, according to a record made of all oral questions asked by teachers and pupils

in six classes during the year 1938-39 in a laboratory high school. The ratio remained fairly constant from class to class. The mean intelligence quotient of the pupils was 117.

In one class the teacher's questions came at a rate of more than one a minute, precluding the possibility of much pupil thinking, "because that sort of activity takes time." Thirty-eight per cent of the teachers' questions were not answered by the pupils at all, but by the teachers themselves—sometimes without giving the pupils a chance to answer them.

Mr. Corey concludes that the facts revealed by the survey imply "a conception of teacher-pupil relationship which is probably more conventional than desirable. . . . There is some basis for expecting the learners to be the interrogators, Socrates to the contrary notwithstanding."

"Soft living will be out for most persons from now on," is the opinion of President Newlun, Northwestern State College, Alva, Oklahoma. He says we can expect the following:

1. A national debt of probably \$80,000,000,000.
2. "Drastically higher taxes—and present-day youth before long will be the principal taxpayers."
3. Harder work than we have done for years.
4. A lower average standard of living.
5. The constant threat of currency inflation.
6. "In all probability, the loss of most of our world markets."
7. "A period of economic adjustment after the war is over, whether we get in or stay out, that will make the last ten years seem an easy problem in comparison."

A new grading system which aids the student in evaluating his own achievement has been adopted by the Notre Dame Junior College, St. Louis, Missouri, and is described in the December, 1940, *Junior College Journal*.

A scale has been developed for each objective of the course, and the student is

rated A, B, C, D, or F in each of the several objectives. The scale for general chemistry is reproduced on the opposite page as an example. The quality and in some cases the quantity of the work is considered in assigning the mark. A single-letter grade for the course is prepared from the profile obtained from the different divisions.

Students "were unanimous in preferring the new system to the old. The favorable reasons generally given were that it points out the students' strengths, challenges them to still higher achievement, shows them what their instructors expect of them, and leads them to much closer relationships with members of the faculty."

"How did you serve?" is the question W. Seward Salisbury would ask every citizen. He would expect a positive answer and a citation of some particular contribution of service to the general welfare of the nation in these present times. The individual who sees no opportunity for service should heed his further words: "There are many things to do. There are many sore spots in our national life that no longer may be left untended with impunity. Depressed areas, maladjusted groups, are potential ground for fifth-column activities. Total democracy is the appropriate American antidote for totalitarianism." Total Christianity is the appropriate antidote for the evils of our times and for successful ministry in the Christian school.

The article may be found under the title, "Positive Citizenship," in *Social Education*, December, 1940.

One of the most heartening developments of 1940 was the revelation of the courage of the British people in their hour of trial. They have measured up heroically to the eloquence of Winston Churchill: "We shall defend our island whatever the cost may be; we shall fight on beaches, landing grounds, in fields, in streets, and on the hills. We shall never surrender. . . . Let us therefore brace ourselves to our duty and so bear ourselves that if the British Commonwealth and Empire last for a thousand years, men will still say, 'This was their finest hour!'"

STUDENT REPORT: GENERAL CHEMISTRY

	A. Highest achievement; unusual	B. Attainment above average	C. Average	D. Passing, but inferior	F. Failure
Application of Principles	Frequently applies theory to natural phenomena and submits possible explanations. Much initiative.	Sees relationships between different principles and is able to apply the ones needed to solve problems.	Applies principles under consideration, but seldom sees wider applications. Little initiative.	Does some thinking, but not so much as or in the manner that a college student should. No initiative.	Does very little thinking. Depends almost entirely on opinion of others.
Mathematical Problems	Solves all problems, at times submitting original solutions.	Solves nearly all problems by methods taught; no original attack.	Solves only minimum essentials.	Solves very few problems.	Cannot grasp problem-solving technique.
Memory Work	Masters all the material assigned.	Masters nearly all the assigned work.	Masters only minimum essentials.	Omits some minimum essentials.	Masters few essentials, if any.
Understanding of Laboratory Work	Records all worth-while observations with comments. Draws correct conclusions for all parts of the experiment. Generalizes well.	Records essential data, but offers no comments or discussions. Draws correct conclusions. At times fails to generalize.	Understands purpose. Draws most important conclusions. At times overlooks significant details.	Does not understand work. Draws few correct conclusions. Does not generalize.	Cannot draw conclusions.
Laboratory Technique	Always correct. Works neatly, orderly, economically, and independently.	Good as a whole, but at times careless and inaccurate.	Mediocre. Seeks too much help.	Poor.	Very poor.

—NEWS from the SCHOOLS—

AN IMPORTANT MILEPOST in denominational history was marked by the dedication of the Theological Seminary building on the evening of January 21. W. E. Nelson, chairman of the building committee, made a statement regarding the building, and the address was given by the president, M. E. Kern. J. L. McElhany spoke on the relationship of the Seminary to the General Conference, and Elder I. H. Evans offered the dedicatory prayer.

JOHN R. SAMPSON, pioneer in the field of industrial woodworking, died on November 21, 1940, in Takoma Park, Maryland. During the greater part of the last twelve years he had been mill superintendent at Washington Missionary College. Previously he had been connected with Emmanuel Missionary College and Madison College.

EMMANUEL MISSIONARY COLLEGE set aside November 20 as a field day, giving the college classes opportunity to go on excursion tours which would supplement and lend interest to classroom activities. Museums, art institutes, the Planetarium, hospitals, stores, and factories were visited by students and teachers.

THE BOARD OF REGENTS will hold its annual meeting on March 10 and 11, at Washington, D.C. The personnel of the board is as follows: H. A. Morrison, chairman; W. H. Teesdale, secretary; D. Lois Burnett, E. E. Cossentine, G. R. Fattic, E. F. Heim, E. H. Risley, and W. I. Smith.

E. E. COSENTINE, president of La Sierra College, returned December 17 from a six weeks' trip to Hawaii. During his stay he conducted the Week of Prayer at the Hawaiian Mission Academy and visited groups of believers on the four large islands of the Hawaiian group.

A SECOND EDITION of *The Education That Educates*, by Marion E. Cady, published by the Fleming H. Revell Company, New York, will soon be off the press. More than a score of religious and secular journals and magazines have written favorable reviews of the book.

J. I. ROBISON, formerly educational secretary of the Northern European Division, has returned to the United States and is now connected with Walla Walla College as a teacher of Bible.

MORE THAN ONE HUNDRED ELEMENTARY TEACHERS attended the annual teachers' institute, November 25 to 27, for the Northern and Central California and Nevada-Utah Conferences. The institute was held on the campus of Pacific Union College.

THE OREGON CONFERENCE has 43 elementary schools, twelve of which offer secondary work, and four senior academies. There are six new schools this year, and several new buildings have been erected during the past year.

THE FAR EASTERN ACADEMY closed its doors on November 15. Most of its students are now attending schools in the United States, because of the evacuation of missionaries' families from Shanghai. Principal W. E. Anderson has been transferred to the China Division office.

Gwynne Dalrymple, teacher of Bible at Walla Walla College, died on December 31, 1940. His death was the result of pneumonia following influenza. Before connecting with Walla Walla College, in March, 1938, he was associate editor of the *Signs of the Times*, and was the author of several books. The youth of the church have lost a fine, understanding friend and an earnest, stimulating teacher; the church, a popular writer and thoughtful student.

NEWBOLD MISSIONARY COLLEGE, in England, remains open with a curtailed enrollment but with undiminished courage. Thirty-five of its students earned colporteur scholarships for the current year, more than three times as many as earned scholarships in any previous year. During the German raid on Coventry, which is about ten miles from the school, the students and the faculty spent the entire night in their air-raid shelter. The school was undamaged, although a German plane was shot down within half a mile of the campus.

KELD J. REYNOLDS of La Sierra College, A. W. Johnson and Mark Hamilton of Pacific Union College, and Percy W. Christian of Walla Walla College attended the thirty-sixth annual meeting of the Pacific Coast branch of the American Historical Association, held at Berkeley, California, December 29-31, 1940. Percy W. Christian served as one of the four elected members of the Association Council during 1940.

LA SIERRA COLLEGE was host to one hundred twenty elementary school teachers from the Southern and Southeastern California and Arizona Conferences, November 17 to 20. The institute was under the direction of A. C. Nelson, who was assisted by Myrtle Maxwell, Maybel Jensen, J. T. Porter, C. E. Andross, and H. G. Lucas.

A TEACHERS' INSTITUTE was held at Champion Academy November 17 to 20, under the direction of G. R. Fattic, educational secretary of the Central Union. The institute was attended by 43 teachers from the Colorado, Nebraska, and Wyoming Conferences.

TWELVE HUNDRED VOLUMES from the private library of the late Edwin Markham have been received as a gift by Atlantic Union College. One of the most valuable books in the collection is the first copy of the first edition of "The Man With the Hoe."

F. S. THOMPSON, who has served under temporary appointment as president of the West Indian Training College during the year 1940, has resumed his duties as secretary-treasurer of the Jamaica Conference.

A FLUORESCENT LIGHTING SYSTEM is being installed in the Bible department rooms of Walla Walla College through funds raised by students in the department in conjunction with the school administration.

THE SOUTHWESTERN JUNIOR COLLEGE PRESS has moved into new and larger quarters. The building it now occupies is the one which formerly housed the hat factory.

AN ADDITIONAL WING to the administration building of Philippine Union College has been completed, and several classes are now meeting in it.

PACIFIC UNION COLLEGE faculty and students raised approximately \$1,550 in their Week of Sacrifice Offering.

THE BRAZIL JUNIOR COLLEGE in Santo Amaro, Brazil, recently celebrated the twenty-fifth anniversary of its founding. A new athletic field was inaugurated at the same time.

M. J. SORENSEN sailed the latter part of November from Miami for Cuba en route to Kingston, Jamaica, and has assumed his new duties as president of the West Indian Training College, Mandeville, Jamaica.

MORE THAN EIGHTY YOUNG PEOPLE are enrolled in the preparatory nursing department of La Sierra College. Many of them are completing the required work in two years instead of one, while earning the greater part of their expenses.

HANDEL'S "MESSIAH" was rendered by the choruses of at least three colleges preceding the Christmas holidays. Washington Missionary College and Emmanuel Missionary College scheduled its performance for December 14, and Pacific Union College for December 15.

LYNWOOD ACADEMY students gave \$200 as their Week of Sacrifice Offering. Translating this into student parlance, the *Lynwood Log* reports that it is "enough money to buy one thousand malts, one thousand ice cream bars, five hundred packages of chewing gum, and twenty-five hundred jawbreakers."

OTHO K. BUCKMAN, preceptor and Bible teacher at the Far Eastern Academy, died on November 19 of a disease of the blood stream. A memorial service was held on November 20 in the Washington Missionary College chapel for this first member of the class of 1940 to fall at his post of duty. Mrs. Buckman has returned to this country.

THE SEMINAIRE ADVENTISTE, at Collonges, France, has remained open throughout the hostilities. At the last report, the enrollment was 58, and several more students were expected from Switzerland as soon as their entrance into the country could be arranged. Although airplanes fly overhead almost nightly, the school has been unmolested.

A LETTER from Mrs. Lida Patchett, teacher at Amesbury, Massachusetts, gives the following interesting details of school progress: "One boy who came last year did not come last week because of a problem in transportation. This morning, however, he appeared. I have had two extra desks put in; now I shall need another one. . . . The school yard has been filled in and leveled. . . . I am emphasizing individual efficiency this year."

WALLA WALLA COLLEGE reports an enrollment of 615 college students for its autumn quarter, which has now closed. This was 82 more than the enrollment for the same quarter last year. The college chapel is too small for this increased enrollment, and convocations are held in Columbia Auditorium. The men are housed in eleven different places, and the women in four.

BENDER L. ARCHBOLD, dean of men and head of the English department at the West Indian Training College, has been called to the Isthmus of Panama, where he will be educational and Missionary Volunteer secretary of the Panama Conference. Mrs. Archbold has been head of the music department at the college.

A PORTABLE TABERNACLE of semidome construction, 30 by 60 feet, with a seating capacity of 250, is being constructed for the evangelism department of Pacific Union College. The conference and college board are cooperating in the plan. W. R. French, Bible teacher, is directing the construction.

THOMAS W. STEEN has accepted the presidency of the River Plate Junior College in Argentina. Ellis R. Maas, who was formerly president of the institution, is now educational secretary of the Austral Union.

SPECIAL COURSES offered at Atlantic Union College in machine shop, in gas and acetylene welding, and in medical-corps training and cooking for young men, are attracting favorable attention.

A HOTBED AND GREENHOUSE are being used by the Southern Junior College farm for the purpose of supplying fresh vegetables for the school dining room during the winter.

GEM STATE ACADEMY has an enrollment of 99, with 96 in attendance. The one hundredth student was expected following the vacation period.

A NEW UTILITIES BUILDING, which will house the laundry, engineering department, and power plant, is under construction at Emmanuel Missionary College and will soon be completed.

A HIGH-FIDELITY LOUD-SPEAKER has been purchased for use in the speech department of Walla Walla College. The speaker, described as a twelve-inch, permanent magnet type, is to be used in reproducing recordings, both musical and speech.

BROADVIEW ACADEMY students earn approximately \$1,500 each week in school industries. Sixty-five students are employed in the new college wood products factory, where nearly \$25,000 worth of furniture is manufactured and sold each month.

AN APPROPRIATION OF \$3,000 for the college library, in addition to the usual yearly allotment for library expenditures, was recently voted by the Washington Missionary College board. The fund is to be used in strengthening the weaknesses of the library.

THE HONAN TRAINING INSTITUTE, at Yencheng, China, has continued to operate, even though several times there has been bombing very near, and the armies have been fighting not far away. The attendance is 164 in grades five to ten, but has been seriously affected by the property losses of church members in the province. Lack of industrial equipment and suitable accommodations prevents many from attending.

THE SECRETARIES OF THE DEPARTMENT OF EDUCATION are spending the month of February in traveling among the schools at home and abroad. Harvey A. Morrison will have visited most of the colleges and junior colleges in North America during the months of January and February. W. Homer Teesdale plans the formal inspection of the academies of the North Pacific Union. John E. Weaver is scheduled to visit schools and institutes in Brazil, Argentina, and Chile. He will also visit Peru before returning to Washington in April.

The Verse Choir

Continued from page 11

Unison:

6. "Summer is coming, and springtime is here!"

Same Solo Voice:

7. "Little white snowdrop, I pray you arise;
Bright yellow crocus, come open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! say, do you hear?"

Unison:

8. "Summer is coming, and springtime is here!"

This poem, typical of many written for children, has a wealth of opportunity for expression. If the children enter into the poem and "feel" it, they will naturally say the words expressively. "Dreary" and "weary" will be drawn out and said with a "tired" voice. "Sweet little violets" will be uttered tenderly, and a most joyful note will ring out in the unison lines. In stanzas three and four the children will assume a listening attitude, leaning forward expectantly. The child who gives the solo parts will glance downward as if talking to the little blossoms themselves, urging them to spring forth.

While this poem is full of emphasis, do not make the mistake of having it given loudly. Effective verse choir work is almost always soft and melodious. It differs greatly from the dull, loud chant usually heard in unison recitations. The voices carry well because of clear enunciation and resonance.

For variety, a different formation should be associated with each poem. An inverted V may be formed with the tallest child at the apex; to shift from this position quickly, one wing of the V quietly moves into a diagonal line next to the others who have remained still, thus forming two diagonal lines, with the smaller children in the front. If all girls form one diagonal, they may march off while the boys form a straight line to give a number of their own, such as "The Little Turtle," by Vachel Lindsay. The girls may then return with their dolls to give a lullaby. Then all may recite again in a semicircle, or in two half circles, with the taller children or the boys in back and the smaller ones or the girls in front.

One poem that worked out nicely, with the children forming two diagonal lines, was Christina Rossetti's "Who Has Seen the Wind?" The smallest girl at the head of her line asked:

Who has seen the wind?

The others replied:

Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Then the smallest boy at the head of his line asked the same question, and the others replied:

Neither you nor I;
But when the trees bow down their heads,
The wind is passing by.

At the close of each verse the children all swayed like trees, bending the same degree in the same direction as they made the sound of the wind, soft at first, then growing louder until it died down.

These few poems give only a hint of what might be done with the many charming verses written for children. It is hoped that teachers in all grades will see the value of verse choir work and use it whenever possible to bring purposeful enjoyment into the classroom.

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Reading Readiness

Continued from page 5

healthful environment than may be found in his own home.

May it not be, then, that the time has come when serious attention should be given to the development of a readiness program in which provision will be made for those children who for one reason or another should not be turned back from the door of the church school even though immaturity or specific deficiencies might make formal reading instruction entirely unadvisable?

A well-rounded program for measuring readiness would include the use of both intelligence and reading-readiness tests. The selection of tests to be used would be determined by the size of the group and the experience and training of the teacher. Upon entrance to school the child should have a thorough physical examination. Careful observation by the teacher will add information on such items as handedness, facility in the use of language, and ability to work cooperatively with other children.

After the testing program is completed, the next step is to classify the children into instructional groups. If there are enough children, these groups may be separate classes. If the number of children is small, the division may be less marked. Those children whose maturity and experiential background permit may begin at once to delve into the mysteries of the printed page. For the others there should follow a preparatory period that includes activities which will enrich experience, facilitate adjustment, and foster the development of the specific abilities necessary for reading. Those children who have the good fortune to grow up in homes which provide opportunities for favorable development will fit easily into the right group when such an age has been reached that the thoughtful, careful parent is ready to pass the child from the informal school of the home to the care of the teacher in the classroom.

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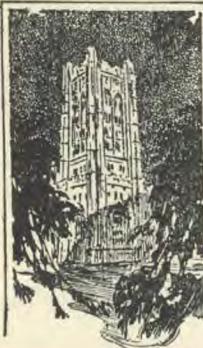
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