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The JOURNAL of TRUE
Education

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Art in the Elementary School

Doris H. Brown

CRITIC TEACHER, WASHINGTON MISSIONARY COLLEGE

WHEN approaching the task of teaching art in the elementary school, the teacher is immediately confronted with a great number of problems, of which the following are probably outstanding. In the first place he is not an artist; and if he were, how much ability could he lead his pupils to acquire in one or two short periods each week? Next he puzzles over what sort of tasks to choose for his pupils so as to further their knowledge and increase their ability to express themselves. When he has found something that seems suitable to him, how shall he present it to his pupils so that they will enjoy doing it and achieve self-expression? What mediums shall he use, and how can he have proper and attractive mediums on a small budget?

Fortunately, the teacher of art is not required to paint pictures for his pupils to copy, or his would be a sad plight indeed. Most of the child's drawing should be done from actual models—objects found in the schoolroom, at home, in the neighborhood, or seen on excursions. The only criterion is that they be things he is vitally interested in. Now, any teacher can look at the actual object and at the drawing and tell what is wrong with the drawing, or what is good about it. He is never required to touch a crayon to a pupil's work to "fix it up."

Of course, the teacher must know something about drawing and painting to be able to lead his pupils. He must know simple techniques with charcoal, pencil, crayon, and brush. He must know simple lettering, especially block lettering and manuscript writing. He must know the value of stroke direction with pencil, charcoal, and chalk. He should have mastered the simplest of transparent water color techniques, such as applying a wash. He should know when to use wet and when to use dry techniques, how to obtain the required hue when mixing colors. Much of this ability can be self-taught with the help of a good textbook.

It is a practice of modern art teachers to give suggestions for the improvement of a pupil's work only when asked to do so. The child's appeal for assistance is the first indication to the teacher that he is ready to receive suggestions. Comments given by the teacher before this

point is reached may cause the child to lose the continuity of his thought, or may cause him to feel discouraged, or overpleased, or hurried, or resentful, according to the criticism given. Usually the teacher's suggestions will be given in such a way as to guide the pupil toward making his own criticism of his product as well as suggestions for the improvement of it. This method was tried to see what results would be obtained with small children, and, contrary to expectations, the outcome was most gratifying. Here is a brief report of the whole class period.

The second and third grades were planning to draw apples with crayon on cream-colored drawing paper. The apples were to be drawn life size. The desks had been moved into groups around each of several models. Before beginning to draw, the class had talked freely about which colors could be seen as the children looked at one of the apples. The following were mentioned:

red—on most of the apple
green—where a leaf had shadowed the apple during ripening
pink—flecks in the red, almost like stripes
dark red—near the bottom on the side away from the light
black—a thin line just under the apple
brown—the stem
lavender—the shadow the apple threw on the yellow paper used for background

Finally, as the class hesitated, one child, with the air of a great discoverer, said, "I see white!"

"Where is it?"

"Right there," and she pointed with her finger to a small area high on the cheek of the polished apple. "It looks like a picture of the window."

Another hand was raised.

"What is it, John?" the teacher asked.

"It is the high light," said John with a triumphant gleam. All the children began to smile, for there had been a happy time a few days before when they had discovered for the first time the marvels of the high light.

When the children had been drawing absorbedly for five minutes or more, a little girl came up and said, "Here is my picture. It doesn't look just like an apple, though. It looks more like a ball."

The teacher looked, and found it very red and flat, with a white area left for the high light. "Look at it from the back of the room; maybe you will get an idea of something to do to it."

She went back and looked, then went to the model and looked carefully at it, then sat down in her chair and began to work on her drawing. Soon she was back again. The little black line had appeared at the bottom of the apple, and a lavender shadow was at one side. The disk was still flat.

"I need to put some dark red around here," she said. "Will you help me? My box of crayons has only one red." She chose the colors she wanted from the teacher's box, and when she came back, her drawing resembled an apple in form as well as in color.

By this time the children were helping each other by holding up pictures and offering suggestions to each other. One little brown-eyed boy interrupted his work long enough to speak a word of appreciation.

"We used to have art at the other school where I went," he said. "But it wasn't like this. There the teacher took our papers and threw away the poor ones and hung the good ones on the board. I like this." He went back to his work, leaving the teacher very thoughtful. "Teachers are too hurried and impatient," ran her thoughts. "They cannot wait for growth." Of course, really, teachers are so rushed for time to get everything that is required into the day's program, that an art lesson like

this is almost impossible. The only hope, then, is to combine art with other subjects, and, fortunately, this is easily done.

There is a considerable amount of art work connected with the Bible lessons in every grade. Many principles can be taught in the coloring of the pictures and printing of answers. One especially stands out, and that is drapery. Most of the Biblical figures are draped in flowing robes. The shading of these folds is an excellent exercise. A general statement of how to do it will suffice. The lowest part of the undulation is deep in color, the sides are medium, and the top is light. If a fold goes completely under and out of sight, the cloth along the line where it goes out of sight is darkest of all, shading into the deep color at the bottom of the undulation. Very little time needs to be spent in telling this to the children, or in checking on it. If the teacher's notebook shows that this sort of coloring makes the picture more attractive and lifelike, they will be borrowing the book and trying to make theirs look as good.

Art is nature study. The loveliest things in the world are those that have been made by God; even the most beautiful things that are made by man are made of things put here by the heavenly Father. So, let nature study and art be correlated. Think of the models: flowers, trees, birds, leaves, insects, snakes, turtles, fish, rocks, streams, clouds, the ocean, the bay, the winding river, the mountains, animals, pets, and even persons. Health belongs rightfully to nature study, and at times all three can be correlated in the making of posters and wrapping-paper murals.

Will the social sciences correlate with art? They will! A second-grade class enjoyed making a poster or wrapping-paper mural of the neighborhood last year. Teacher and pupils went for a walk and sketched the grocery store, the mill, the press, the college buildings, and the school building. When they came home, they made large drawings on brown wrapping paper and colored them with chalk. Each child drew one building. These paper murals are attractively done with tempera paints also.

A third-grade class built a scene to represent camping in the north woods. This required much clay modeling for the animals and figures. The backdrop of sky showed the constellations of Ursa Major and Ursa Minor. When someone forgot how his part of the scene was supposed to look, he went to the unit in his reading book and had some very good practice scanning to find the desired point. By the time the scene was finished, the unit had been so well studied that everyone could read it without hesitation. The class had read it through once before beginning on the building of the scene.

There is no end to the possibilities of the correlation of art with the school subjects. Perhaps one instance of art teaching during a nature study class might be of interest. It is an excellent example of an accidental teaching opportunity.

The children were coloring a hectographed picture of a red-winged blackbird when a little boy asked, "What color shall I make his eyes? His head is black all over. If I make his eye black, he will look as if he hasn't any eye."

Since, at the moment, the teacher couldn't be sure what color the redwing's eye should be, she said, "Get the big bird book and find a picture of him." When the picture was found, Jackie said excitedly, "His eye *is* black."

"Does it have a white eye ring?"

"No," he answered wonderingly.

"Does he look as if he hasn't any eye?"

"No. Isn't that queer?"

"What helps you to see that he has an eye?"

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Responsibilities of Science Teachers

Frank L. Marsh
PROFESSOR OF BIOLOGY, UNION COLLEGE

IT is the responsibility of Seventh-day Adventist scientists to be ready to assist church workers in their efforts to avoid scientific inaccuracy in published and publicly spoken sentences. Someone may say that the avoidance or omission of inaccuracies is too idealistic or impossible of accomplishment. But is it?

Consider first the desirability of such achievement. Is it not a recognized fact that a public utterance of a minister, when made in the scientific field, could be of sufficient inaccuracy to hinder the progress of the Lord's work, at least in the experience of some of the listeners? Inaccuracies may be so minor as merely to give an incorrect numbering of the bones of the body, or so major as to state vaguely that "no new 'species' are being formed today."

The scientific knowledge of the average audience of not many years ago was much less than it is today, be it urban or rural. Everybody has become science-conscious, and for that reason, written or spoken inaccuracies in the field of science are readily picked up by even the high-school girl or boy. If the scientifically informed listener is just getting acquainted with a strange worker and his new message, it is very possible that an inaccuracy in a scientific statement will have an untoward effect. It is not unreasonable for the searcher to decide that a man's theology may be as bad as his science, and therefore should be avoided. How much more readily the words of truth find their way to the heart of the interested individual when presented in a setting of common scientific facts which he knows are accurately expressed.

Book committees use considerable care in the examination of books and manuscripts when making a decision concerning the materials offered in their courses. Their task is not lightened and they are occasionally embarrassed by seeing the opinion of some trusted specialist change after a book which he had endorsed as sound has been published. The scientists may not be able to correct past mistakes, but they can at least appoint themselves a vigilance committee which shall have as its goal the discovery and timely correction of scientific inaccuracies. They should be alert with regard to all publicly expressed scientific views. If editors have these inaccuracies pointed out to them, they will possess something to guide them in the selection of writers for their columns.

Editorial boards and book committees, when seeking advice with regard to the scientific soundness of some article or manuscript, send the material to such individuals as they feel should be qualified to give wise counsel on the subject. The present practice seems to work quite satisfactorily, but good service could be done by a special committee of scientists who could study and decide upon the scientific soundness of any article or manuscript submitted to it. After the material had passed this committee, it could then be used or not, as the publishers might choose. Such a committee should possibly include representatives from each of the four sections of science. Editors, publishers, and ministers might appreciate the existence of such a body which had been endorsed by the scientists themselves.

It appears quite obvious that the pub-

lished scientific statements of church workers are more amenable to checking for accuracy than are their verbal statements. Concerning the latter the scientists can only do the best they can. But they should by all means be alert to the fact that their help is needed and be courageous enough to offer help wherever it is indicated. The scientist may do much on his own part to be the kind of individual who will encourage workers to seek his counsel.

Much can be done in the scientific training of future workers by making the required courses in natural science and mathematics worth-while courses in basic principles. In order to supplement the all-too-sparse formal science training which is sandwiched into crowded courses designed to equip the ardent young worker in the very shortest possible time, the opportunities for extra-curricular education in science should be improved. In the matter of inadequate training of future workers, the scientist augments the sighs of other teachers who lament the short time that is actually spent by the student in their fields of study.

Another responsibility of the scientist is the writing of articles in the field of science for denominational papers. If such articles are not solicited, they should be volunteered. However, the submitting scientist should by no means expect his article always to be accepted. He may not be particularly interested in writing an article on any of the few acceptable subjects. Furthermore, if he chose to write on one of the usual topics, his enthusiasm might suffer relapse in an attempt to administer a new and scathing denunciation of evolution in general in one brief article or to declaim the disrelation of man and monkey in seven paragraphs.

If the scientist deviates from the usual path and pioneers in less written-into fields, he is presenting unfamiliar material to the editors, and the never-slumbering caution which has unquestionably been a powerful factor in preserving denominational solidarity will lay it in the file to ripen. The scientist must recognize the possibility that preceding and contemporary scientists have made some bad records. The scientists of the denomination have found it necessary to spend years of their lives sitting at the feet of atheists and agnostics and are thus of necessity under suspicion. Therefore, if they write on subjects which are not understood by friendly critics, it is but natural for the editors to assume that they are possibly reflecting a little of the false science to which they have been exposed.

Under the existing circumstances the publication of articles dealing with scientific subjects to any satisfactory degree will never be achieved unless one of two things is done: either scientific articles for publication in church papers be accepted after advice by a committee of scientists, or the scientists of the denomination publish a separate scientific journal. The papers now being published are all right as they are. A definite present need is for the scientists to have a journal of their own. It is very possible—in fact, it may be advisable—that this journal should not be published as a denominational paper. It is doubtful if such an organ could accomplish its mission if its pages were closed to considerations of theories or of controversial subjects. Science cannot develop unless it has opportunity to display its theories and have them thoroughly criticized. If there are no theories, both the ideas of and the impelling urge for original research are lacking. If there is no research, science dies, and the classroom and laboratory become merely loitering places for mocking birds and aping monkeys.

A scientific journal in which the teach-

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Education in Its Larger Aspects

Mahlon E. Olsen
PRESIDENT, HOME STUDY INSTITUTE

EDUCATION has a beauty of its own as seen in operation in Seventh-day Adventist colleges and academies. The pleasant associations with teachers and students, the forming of friendships that go with one through life, the opportunities for development of hidden talent, and the sunny religious atmosphere, all join to make the boarding-school experience a happy, as well as very profitable, part of one's life.

The mastery of difficult lessons may call for considerable effort, and sometimes the atmosphere of the classroom may be a trifle dull; but for the most part it, too, is stimulating and wholesome. At its best it brings the inspired and inspiring teacher into close and vital touch with a group of young people who have high ideals and are really anxious to grow mentally and spiritually. What a privilege to stand before such young people day by day and be used of God—

"To pour the fresh instruction o'er the mind,
To breathe the enliv'ning spirit, and to fix
The generous purpose in the glowing breast."

Surely it is almost heaven on earth for teachers and students to live together in this friendly intimacy and mutually help one another as they travel onward and upward toward the goal.

When, however, one views education in its larger aspects and thinks of it as a serious fitting up for life, he finds himself admitting that mental growth is not necessarily dependent on learning assigned lessons and reciting them next day in the classroom. In the words of Jean Paul Richter, "Every man has two educations—that which is given to him, and the other, that which he gives to himself. Of the two kinds the latter is by far the more valuable. Indeed, all that is most worthy in a man, he must work out and conquer for himself. It is that which constitutes our real and best nourishment. What we are merely taught seldom nourishes the mind like that which we teach ourselves."

In the task of educating oneself there are certain exceedingly valuable instruments known as books, which fortunately are obtainable today at reasonable prices. "The true university of these days," said Thomas Carlyle, "is a collection of books." And again, "All that a university or final highest school can do for us is still but what the first school began doing—teach us to read. . . . The place where we are to get knowledge . . . is the books themselves."

The homes where good books are held in high esteem, and where father and mother join their sons and daughters around the study table in the evenings, are the homes where strong, noble characters are formed. When to books there is added a certain amount of guidance from a skilled instructor and carefully worked out assignments accompanied by helpful explanations, the result is the home study plan, which Theodore Roosevelt hailed as one of the outstanding achievements of the twentieth century.

Whether taken in school or at home, education is always in itself interesting and attractive, because it means growth and achievement; it means discovery of new aptitudes in oneself and wide-reach-

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Our Library Heritage

Theofield G. Weis
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THERE have always been libraries. The secrets of civilization lie cradled in the written word, which, preserved, constitutes the first essential of libraries. The size of collections, types of materials, ownership and shelter of items, accessibility of a portion or all of the contents, as essential characteristics of a library, are of comparatively recent centuries.

If there ever was a people unified by a common cause that should be eternally grateful to those who preserved the written word, it is those upon whom rests the appointed task of giving to the whole world the last living message. The responsibility of duty, the unselfish endeavor to know the will of God as given to men on earth, admonishes every conscientious searcher to read the old records completely, to guard the new as a portion of the present preserved for the future.

The value of a commodity or a substance is often more readily understood if the value of its relation to other materials is emphasized. Coal is of value, but it is more valuable to a steam-engine decade than a horse-and-wagon era. Libraries in the main may be only average buildings with storage space and reading rooms where a reader can get a book when the radio is broken or browse for an afternoon while grandmother's sewing circle occupies the living room, but place in that building the life story of a man, the archives of a town, the entire account of an organization of citizens, or the letters, papers, journals, and life history of a movement not circumscribed by a town, a county, a nation, or the lifetime of any group of men, and the value of the library as a preserver of the deeds and the thoughts of men becomes far greater than mere piles of granite and pillars of marble.

With books came the common school; with education came libraries. Elementary schools from their very beginning made use of libraries. The fundamental ideas of the American library are education, culture, and the nation. The actuality of this idea is the life story of a people. With the productivity of the years there arose an abundant literature embodying turbulent discussions, calm scientific interpretations, speeches and writings of the founders, the research of historians, the songs of the poets, and the stories of fiction.

In 1848 the first library law was passed. Four years later in the city of Boston the first public library was established. In 1831 William Miller began his ministry; in 1836 he printed his first book; in 1842 he published his belief of the second advent. James White printed the first copy of *Present Truth* in July, 1849. The parallel dates marking the beginnings of public libraries and Seventh-day Adventist publishing work are at least interesting, but further reference to this will be made subsequently. Time passed.

The outbreak of the Civil War stagnated many flourishing enterprises. Libraries were the first to suffer, and not until 1876 did a positive library policy shape itself. Indeed, the period between 1876 and 1926 was one of brilliant growth for the American public library; a period enriched by the influence of great men; a period characterized by fast expansion and immense profits.

Rockefeller began to share his fortune with the public; Carnegie gave three thousand library buildings; other gifts and taxes established still more. Within a brief space of fifty years the public library became one of the greatest contributors to American democracy.

The movement of 1844 to which this denomination dates its origin, began by printing tracts, periodicals, and books. Educational responsibilities and perplexities began to manifest themselves in these early years. Feeble attempts were made to establish separate schools. Louise M. Morton opened a kind of church school in 1857 at Battle Creek. In 1874 Battle Creek College was organized, Healdsburg College opened in 1882, and South Lancaster Academy became the third educational institution in that same year. In the brief 85 years since the opening of the first elementary school, 2,871 primary schools and 260 advanced schools have come into being. In addition there are 83 publishing houses and branches—a total of 3,214 institutions which have some kind of library connected with them.

The Seventh-day Adventist denomination is a prodigious producer of books. To house one copy of every book and one bound copy of every volume of every journal would require a stack capacity of thousands of linear feet of shelving. Over 320 current periodicals are issued at regular intervals in 199 languages. Should someone decide to collect and house under one roof the entire output, present and past, making a complete and definitive collection of Seventh-day Adventistia, the task would be one of enormous proportions, requiring a financial endowment of nearly ten million dollars and the service of a score of highly trained technicians. In addition, such an undertaking would be hampered by the ravages of time, fire, flood, war, vermin, and thieves. Much material could be purchased in the open market at a modest price; some would be found in locked and darkened rooms, some in safe-deposit boxes, some circumscribed by the technicalities of a last will and testament. But even if the purchase price were no hindrance, money could no more buy some pieces than a coat sleeve could develop a new set of folds. Some publications and some books of this denomination are becoming extremely rare.

The value of good libraries is appreciated by relatively few people. Seventh-day Adventists are no exception. History tells us that it has always been thus, and perhaps it is just as well that it is. For libraries, after all, should be the means to an end and not in themselves the goal. Perhaps utility has been emphasized to the extent that functional identity and unity have been almost neglected. Little is actually known about the 3,214 possible libraries of the church. No set of separate statistics is available and no comprehensive survey has ever been made.

The activities of this denomination are as old as the activities of the American public libraries, but the library consciousness of this people is of comparatively few years. Libraries did and still do serve all kinds of useful but temporary purposes. In recent years some few of the more fortunate ones have acquired a modest collection of books with at least some feeble, conscious effort toward permanency, but not one has approached anywhere near its rightful possibility and its rightful responsibility within its proper sphere. The best and most definitive collections of printed materials produced by the presses of this body are as yet outside the denomination and even the private collections of any of its members. It does not seem fair that outsiders should guard the rightful heritage of the church.

Missionary enterprises and evangelis-

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Discipline in the Christian College

Walter T. Crandall
DEAN OF MEN, LA SIERRA COLLEGE

THE very nature of discipline as a corrective in human behavior is negative. It thwarts some freedom, or liberty, or natural impulse. But, as in photography, positive results require negative processes. In truth, the split-second nature of some types of modern photography demands supreme sensitivity and color balance in the negative if the positive print is to be a faithful likeness.

One can see harmony between negative and positive modes of discipline when he realizes that discipline is not an end in itself, any more than the decalogue is an end in itself. Correct human behavior, physically, mentally, and spiritually, is the objective, and that which most sympathetically and permanently achieves this result, be it negative or positive, is the kind to use.

Life's disciplines, such as poverty, ill-health, and unpopularity, are not opposed to ultimate happiness and achievement when understandingly accepted. Some of the most exalted melodies came from those whose ears were stopped, some of the most profound literature when the poet's physical vision was gone.

Understanding discipline, and understood discipline, should be the approach to all discipline in college. The Spirit of prophecy points out that before the child is old enough to understand, he should be taught to obey. But no youth in the residence hall of a college is so young that he cannot understand. Admittedly, some should be capable of understanding more than they do. But, alas! if parents fail to set the pattern for obedience in the babe, the dean must be content to work with inferior material.

When punishment is given in the spirit of a father, it will be received in the manner of a son. Here is a relationship that must come from understanding. A father knows the temptations of his son because he knows what have been his own trials. He knows how his son will react to certain influences, because he can remember how similar influences reacted on his own life. This knowledge should make the choice of a remedy more accurate.

The dean cannot enter into all the experiences common to mankind in order to give sympathetic consideration to every wayward quality to be found in, say, two hundred people. But the lives of all are cast in comparable molds, and education may complete the process so that the discernment of individual needs can be reduced to something basic and common. If the rules were administered in the spirit of a God-fearing parent, discipline would more nearly accomplish its objective, and the charge of partiality could be less often substantiated.

The dean's work is exhaustingly complex, and the multitude of burdens he carries may sometimes seem fair excuse for his mistakes. But he will sometime have an unhappy account to render if he forgets that the purpose in discipline is the redemption of the offender, not the payment of a merchant's pound of flesh. Chastisement of a student designed to maintain the authority of an administrator may sometimes be admissible, but it will be tempered by a serious consideration of its ultimate effect, both on the individual and the group, and on the dean's future influence.

A young man put it this way: "Discipline is the fine art of making disciples." A disciple is one who follows. Discipline is used to bring him back to an accepted way. A standard has been set, and the task is to instruct, encourage, and inspire the youth to adhere to that standard.

Discipleship implies instruction. Christ spent unnumbered hours in teach- the men who were to carry on His work. Here again is where the administrative program has been weak in some colleges. Much too little time is given to presenting a clear-cut explanation of the rules, their necessity, and their operation. As stated before, understanding discipline and understood discipline are fundamental to a proper administrative program. This generation is scarcely acquainted with discipline. Therefore it will be necessary to repeat certain instruction at intervals in order to ensure an understanding of objectives on the student's part. One assumption no longer made with safety is that students know the rules or their reason.

If the dean is to administer discipline as a father or mother, then he will need to know a great deal more of the students' backgrounds than the average dean knows. And that knowledge will need freshening by daily contacts in personal ways, such as friendly chats, joining their games, pitching hay with them, taking a stroll under the stars, giving them a hand with the history lesson, praying with them in times of trial. These are the marks of parenthood, and deans need the time to perfect these marks if they expect to save many from this generation. The lack of these very contacts is telling in increased disciplinary problems, and increasing loss to the cause of God of really consecrated workers. The best disciplinarian is the one who can successfully preoccupy the soil and thus prevent the need for punishment.

Some parents and even educators forget that an ultimate of education is self-government. Discipline in itself is a goad by which desired habits and patterns of conduct are produced. If this aim is overlooked through ignorance or intent, one child is smothered with parental control, while another grows up like a colt in the pasture. Either extreme will require of the dean supreme patience and tact.

First, be fair. Treat every student as though he were your own son. Play no favorites. There can be no greater disservice than to show partiality. It is fundamental that among a free people, all are equal before the law. It must also be remembered that all are equal under the reign of love. Christ loved Peter, but love did not prevent Him from rebuking the inquisitive disciple for asking, "Lord, and what shall this man do?" Christ distrusted Judas, but He spoke no condemnation when the betrayer confessed his guilt. Pityingly He looked upon Judas and said, "For this hour came I into the world."

Fit the penalty to the offense, but remember that right behavior is the aim. Not a system of punishment and revenge, but a program of prevention and restoration, is desired.

Second, be firm. Once a decision is given, it should be maintained. No one likes discipline. Penalties will not be popular. In the first place, students should know exactly what conduct is expected of them. In the second place, those who discipline should give sufficient deliberation to understand the case fully. As in a case in court, the time for argument and evidence is before the verdict is reached. A reputation for being fair will make firm decisions the expected thing. Had Joshua equivocated with Achan, who took the Babylonish garment, Israel would have lost faith in Joshua's leadership. Had Peter failed to condemn the sin of Ananias and Sap-

phira in withholding part of their gift, God's blessing could not have attended the efforts of the early church. Nothing is ever gained by indecision with youth, either in the home or in the school, but wholesome respect is often lost.

Third, be friendly. Sympathy can be shown even as punishment is administered. A harsh attitude heals no wounds. "It is always humiliating to have one's errors pointed out. None should make the experience more bitter by needless censure. No one was ever reclaimed by reproach; but many have thus been repelled, and have been led to steel their hearts against conviction."[1] "In giving reproof or counsel, many indulge in sharp, severe speech, words not adapted to heal the wounded soul. By these ill-advised expressions the spirit is chafed, and often the erring ones are stirred to rebellion. . . . Under all circumstances reproof should be spoken in love. Then our words will reform, but not exasperate. Christ by His Holy Spirit will supply the force and the power."[2]

A reasonable period of waiting invites reflection, and the student may on his own initiative conclude that his actions deserve disciplinary recognition. In most instances the student should not be reprimanded before other students, even when they are party to the offense. Ask to see him in his room, or in your office, where prying eyes and ears cannot make capital of the situation and injure your efforts. One plan is to sleep over the matter, telling the student so, then meeting him according to appointment the following day. Anyone is placed on the defensive when caught in the act of wrongdoing, and even though he acknowledges the wrong, he may try to excuse it. A cooling-off period often brings contrition and shame. It will seldom bring resistance and a hardened attitude.

Many times it is well to ask the student to suggest his own discipline. While some will underrate the deed, most will be oversevere, and the dean then has the advantage of making a fair judgment from the student's own estimate of his guilt. Perhaps this too vividly brings to mind one's boyhood experience of having personally to cut the switch that was to apply the remedy!

Some young people will not change, despite all efforts. Like Samuel's sons and Lot's daughters, they are more ready to follow inclination than godly counsel.

The task is not an easy one, and the present college year will bring more problems than years gone by have seen. The soil of this generation has in it the seeds of revolt. Satan's probation, like that of youth, is near its close, and he has unified his attacks on the young as never before. It may be expected that the conduct of students will call for more and more consideration, understanding, and sympathy. If sin demanded the sum of Fatherhood to provide a Saviour, then the dean must possess the same parental quality if he is to reclaim wayward youth.

One has said that while books can teach, personality alone can educate. And when the warm, human, flesh-and-blood amenities of life are reached in student-teacher relationships, discipline will become in application as well as definition, training which "corrects, molds, strengthens, or perfects."

[1] Ellen G. White, *Ministry of Healing*, p. 166.
[2] Ellen G. White, *Christ's Object Lessons*, p. 337.

What an Indian Mother Said

Edward D. Thomas
SECRETARY, SABBATH SCHOOL DEPT., SOUTHERN ASIA DIVISION

I SPENT several weeks last year in visiting the homes of many isolated Sabbath school members in different sections of the field. After having traveled one whole day in a crowded compartment in the train, with many inconveniences, I, with my companion, a local mission departmental secretary, reached our destination about nine in the night in a remote place of our touring field. The husband of the family received us very cordially at the railway station and took us to his hospitable home, where his good wife and their five children gave us a hearty welcome. The house was well kept. Good food was served on the table. In a few minutes we all sat down to a hearty supper.

I had not met this family for many years, but I had known the wife in her school days and the husband as a worker in one of our institutions several years ago. They are now independent lay workers in a large Hindu town. They have built a neat little house of their own. They read the word of God every day and have morning and evening family worship. They regularly conduct a family Sabbath school with their friends and visitors. They pay tithe of all their income and give liberal Sabbath school offerings. Their stay in that town has proved a great blessing to their neighbors. As we shared their hospitality, they told us some of their trials and disappointments and the various rich blessings the Lord has bestowed upon them.

In the course of their conversation, they wanted to know how soon Jesus would come, and remarked what a happy time it would be when the children of God from all parts of the world would gather at the feet of Jesus and relate the different experiences they have had in this world and how they have been finally privileged to have a place in the home which Jesus went to prepare for His children. They asked me to tell them how I found the brethren in different parts of the field during my itinerary.

As the clock on the wall struck twelve, we felt that we should soon close our conversation and get into bed. While their children were sitting by the mother and listening to our conversation, they dropped off to sleep one after the other. The mother gave us some idea about their education, the efficient teachers they had in the near-by government high school, the great interest the Hindu headmaster had taken in their children's education, and how well they had done in their grades.

"But," the mother said, "our children have missed the Christian education which my husband and I received in our Seventh-day Adventist mission boarding schools when we were young. The dear matron and the other teachers we had in those days loved us very much. They helped us to master the Morning Watch texts and the Sabbath school memory verses by heart and taught us to tell Jesus of all our wants and troubles. Since then, many times I have reminded myself of some of those precious texts and received the needed help from Jesus for that time. I know, had it not been for the Christian influence we had in the mission boarding schools in our younger days, we would not have withstood some of the trials we have undergone, and remained faithful to the message. Our

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Words Fitly Spoken

Robert W. Woods

THE educator has long been known as a stickler for the exact definition and discriminating use of words. It has become almost a tradition; but it has its roots thrust far deeper into the soil of necessity than do the majority of traditions. It is a practice that is exceedingly practical, replete with ever-present utility.

Whenever an investigator discovers an object, develops a concept, or visualizes an ideal, he must give it a name before he can write about it or convey his thought to others. Sometimes he coins a new word; frequently he uses an old one with new and carefully delimited meaning. Thus in each field of knowledge there has evolved a vocabulary which the novice must master before he can become an initiate. Conversely, a lack of familiarity with the specialized vocabulary brands the beginner, and bars him from the councils of those conversant with the "word."

Though education is one of the oldest activities of man, it has but recently been organized as a body of knowledge under the capitalized caption, "Education." Consequently, much of the terminology still carries the common connotation in the minds of those who have not made a specific effort to avoid looseness in the use of the new terms.

As an example, consider the word "academic." In the educational program of Seventh-day Adventists, the academy has been an important institution, and the adjective "academic" has long been used to refer to anything associated with or relating to the academy. This is not the correct usage. What amazing and amusing contradictions are implicit in such expressions as "academic chapel program," "academic students," "academic recreation hour," "academic social problem," "academic love affairs"! More confusing, because of the ambiguity involved, are "academic curriculum," "academic administration"! Why not confine the usage of this word to the professionally accepted meaning, and speak of the academy chapel, the secondary curriculum, academy students?

Without any attempt to be exhaustive, one may mention other words to which the above principles may apply. Consider the current usage of professor, course, student, research.

Would it not be profitable to guard more closely the avenues of expression that every word may indeed be "fitly spoken"?

"The question is," said Alice, "whether you *can* make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master—that's all."

—*Lewis Carroll, "Through the Looking-Glass."*

—AND VERY COURAGEOUS

THERE was no question at the Jordan of the need of strength, the kind necessary to conquer enemies, drive out undesirable inhabitants, cultivate the soil, develop trade, and live in security. Something else was needed—courage.

Forty years had passed since Joshua and Caleb had spied out the land. The inhabitants had had time to prepare for the impending attack. This scene was cast in another geographical setting. Ahead lay an untrodden path. Israel was not trained for war, and the Land of Promise was full of warlike peoples. From that viewpoint, before the victories, the assignment was staggering.

Had it been Moses, with all his wisdom and experience, who was leading, Joshua might easily have had confidence in the undertaking. But this was different. Moses was gone. The great leader lay resting in a valley in the land of Moab. There came assuring promises to the new leader. Jehovah spoke. "As I was with Moses, so I will be with thee." That was an inclusive promise covering all their needs, which could hardly be greater than those of the past half century.

Another reason for courage lay in God's promise not to fail His leader nor forsake him. The relationship was to be a continuous one. The conquest was not only to begin under His leadership, but it was to be completed according to His plan. Many a noble work has been undertaken by skillful artisans, only to be abandoned and fall into ruins with the death or lack of support of its original sponsor. No such fate awaited Joshua in the conquest he was about to undertake. No man would be able to stand in opposition to him. If God was for him, who could be against him? His Leader was all-sufficient; there was no reason for disheartenment. A clear way lay ahead, one that led continuously and victoriously to the very end of the task. After the experiences at the Red Sea, at Sinai, and with the miraculous bread in the wilderness, their God would not now fail them nor lead them to defeat. His commands were victories in store.

The suggestions to this new leader were personal. They had in them the seeds of success, seeds which if sown today after the centuries which have passed, will germinate and grow into an abundant harvest. This man of God's choice was to conform to the law, and accept, as the rule of his life, meditation therein day and night. He must not neglect the one thing needful. The principles of God's kingdom were to be the very substance of his thought. The law must never depart from him. On all occasions he was to speak according to it. Because he stored it so completely and continuously in his mind, his action and word would flow from it almost without effort. Such continuous meditation and persistent conformity to God's purposes made the record of this intrepid conqueror one of the most gratifying in all the Scriptures.

Teachers are expected to be strong—in body, mind, and spirit—but are they not commanded to be very courageous also? Yes, even in days when war clouds hang low and dark, when personal problems become perplexing, even when jobs with larger pay appear temptingly, or when the land is full of walled cities, giants, and hornets. The source of true courage for the Christian teacher and the conditions for its possession are the same as in the days of the conquest. Joshua led the way and left an example for others who stand at Jordan's flood.

OTHERS HAVE SAID—

"The first qualification for becoming a torchbearer is courage to advance through the darkness."—*Elbert Hubbard.*

"My poor lazy nerves are awakened, but I remain here with the battle."—*Diary of Rafael Lopez, colporteur shot by bandits in the Andes.*

"If it be my lot to crawl, I will crawl contentedly; if to fly, I will fly with alacrity; but, as long as I can avoid it, I will never be unhappy."—*Sydney Smith.*

"Great minds have purposes, others have wishes. Little minds are tamed and subdued by misfortune; but great minds rise above them."—*Washington Irving.*

"Thou must be like a promontory of the sea, against which, though the waves beat continually, yet it both itself stands, and about it are those swelling waves stilled and quieted."—*Marcus Aurelius.*

"Courage in strife is common enough; even the dogs have it. But the courage which can face the ultimate defeat of a life of good will, . . . that is different, that is victory."—*H. M. Tomlinson.*

"When you get into a tight place and everything goes against you till it seems you could not hold on a minute longer, never give up then, for that is just the place and time that the tide will turn."—*Harriet Beecher Stowe.*

"Wherever I may be, on sea or land,
On heaving wave or plain or mountain crest,
Encradled in the hollow of God's hand,
In peace I rest."
—*Arthur Guiterman.*

"We shall defend our island whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."—*Winston Churchill.*

"I see her [England] not dispirited, not weak, but well remembering that she has seen dark days before—indeed, with a kind of instinct that she sees a little better in a cloudy day, and that, in storm of battle and calamity, she has a secret vigor and a pulse like a cannon."—*Ralph Waldo Emerson.*

"I said to a man who stood at the gate of the year: 'Give me a light that I may tread safely into the unknown.' And he replied, 'Go out into the darkness and put your hand into the hand of God. That shall be to you better than a light and safer than a known way.' "—*Minnie L. Haskins.*

"The men whom I have seen succeed best in life have always been cheerful and hopeful men, who went about their business with a smile on their faces, and took the changes and chances of this mortal life like men, facing rough and smooth alike as it came."—*Charles Kingsley.*

"Ideals are like stars; you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and, following them, you reach your destiny."—*Carl Schurz.*

"God always gives us strength to bear our troubles of each day; but He never calculated on our piling the troubles past, and those to come, on top of those of today."—*Elbert Hubbard.*

"No man can be brave who thinks pain the greatest evil; nor temperate, who considers pleasure the highest good."—*Cicero.*

"True courage is to do without witnesses everything that one is capable of doing before all the world."—*La Rochefoucauld.*

"Courage, like cowardice, is undoubtedly contagious, but some persons are not liable to catch it."—*Archibald Prentice.*

"Sometimes valor returns even to the hearts of the conquered."—*Vergil.*

Have You Read?

"PATRIOTISM," observed Samuel Johnson, "is the last refuge of a scoundrel." But the crusty old doctor, author of the first dictionary in the English language, would revise his definition today. A modern Webster defines this essential quality as:

"Love and devotion to one's country; the spirit that, originating in love of country, prompts obedience to its laws, to the support and defense of its existence, rights and institutions, and to the promotion of its welfare."

Merely saluting the flag does not engender patriotism; in fact, it may have the effect of dulling patriotic sentiment. There are positive attitudes toward the subject which the teacher may take. He certainly should avoid the teaching of hatred. In perhaps His greatest sermon, the Master Teacher gave as one of the basic principles of His kingdom the fact that His disciples should love their enemies.

The teacher of patriotism should give the youth something great in which to believe. It involves the promotion of the welfare of one's country, and, of course, his own welfare. To watch institutions which have become sacred to the American, lose their influence and be set aside in days of rapid change, requires careful guidance of thought by the teacher.—*J. Cayce Morrison, "The Teaching of Patriotism," School and Society, Oct. 3, 1942.*

Children and teachers sometimes have difficulty singing "America" correctly. The notes may not all be sounded just right, but it is more likely that many of the words are not correctly understood by the children.

One teacher began a study of the song. She proceeded to interpret the words to the children, so that they sang it intelligently. She wanted her children to learn the meaning of the song, something of the background of our country, to develop pride in citizenship, and to appreciate what it means to be an American. She found that many of her children did not understand what "land of liberty," "my father's," "the noble free," "rocks and rills," and "templed hills" meant. A study of the song with its interpretation to the children stimulated pride in the nation and awakened a desire to be good citizens.

Such an exercise might be followed by many teachers as they sing other songs in the classroom.—*Bertye H. Watson, "Let's Sing 'America' Correctly," The Instructor, November, 1942.*

The present international struggle is a war of depth. Some men may feel its effects through taxes or labor or military service. Some who might think that the war itself cannot seriously disturb their particular household, will be disillusioned to find that the war will influence very deeply their family too. "The changes induced by war do not cease to be important when peace is declared, for the family can never be restored to the *status quo ante bellum.*"

Mr. Miller, a member of a committee on education for family life, declares that "no social institution can make a final adjustment to society if it wishes to survive. The family as our basic social institution is no exception to the above principle." In other words, unless the family is able to make some adjustment to changing conditions, it cannot survive as it is.

In order to aid college men and women to make adjustment of the family to new world ideologies, it has been found desirable in many schools to introduce courses of instruction in family life. This is reckoned by Mr. Miller to be not only a challenge but a duty. "Responsible parenthood is a profession." This being true, this particular writer contends for practical instruction in family life in the colleges.—*Marshall C. Miller, "For Practical Instruction in Family Life," Junior College Journal, October, 1942.*

In answer to the question, "How shall we educate for a strong America?" these five answers are suggested:

"By lives that carry on the American aspiration.

"By homes that are secure, happy, and enduring.

"By communities that provide wholesome surroundings for youth.

"By churches that are spiritual and practical in their service.

"By schools that help every individual to make the most of his life."—*Journal of the National Education Association, October, 1942.*

Harl R. Douglass has written an article worthy the attention of all teachers and individuals who have to do with forming the curriculum, or of directing young people in their choice of subjects. Recognition is made of the fact that in recent years there has been a considerable turning away from the study of mathematics. This trend has come at a time when there is a greater need of understanding and skill in this field than at any time in history. "In 1900 more than three fourths of all high-school students were taking mathematics, while in 1940 the proportion was less than one in three."

The make-up of courses in elementary and secondary mathematics has failed to meet the needs. "Mathematics in the high school has been confined largely, in its practical values, to the needs of a small group of college-trained workers—chiefly engineers. It has had little to contribute to the practical needs of the average citizen, which called for arithmetic, intuitive and constructive geometry, and occasionally the simplest algebra. . . .

"Today, when only one high-school freshman in ten will ever finish a year in college, the failure in high school to offer mathematics other than algebra, geometry, and trigonometry is not defensible from the point of view of the best interests of either the student or mathematics. . . .

"In addition to the conventional sequence, there should be developed in the high school another series of offerings for the great majority of pupils. This should be composed largely of arithmetic and its applications to all phases of life. It should include considerable geometry of construction and measurement. It should also include, correlated with the arithmetic and geometry, at least six or seven months of algebra—literal and negative numbers, much work with simple equations and formulae, a large variety of applications, particularly to science, geographical representation, and some work with simpler statistical constants and procedures."—*Harl R. Douglass, "Mathematics for All," The Mathematics Teacher, May, 1942.*

"The main source of upsetting human behavior is the inability of people to satisfy their basic needs." This comes from a man who is a member of the Board of Economic Warfare at the nation's capital. In an effort to emphasize the rich contribution of suggestions and interest, he says further, "Money is probably the most frequently employed method of controlling behavior. Yet, it is one of the least satisfactory methods. The responses that money can buy are often superficial; they seldom endure. . . . A smile that lingers is seldom the product of payment of a price. Smiles bought on the market, for money only, often are not enduring."

In analyzing various types of control, this man waging economic warfare cites as one of the finest of these, creative charm. "It is based on understanding of the fortunate person whom it favors. An ingredient in addition to understanding is the desire and ability to help another carry out pleasant and satisfying actions. Creative charm reaches deeply into the charming person's mind, and brings profound intelligence into play. To understand another person, however simple that person may be, requires an intelligence that is apparently rare. . . . But persons unable to forget themselves, because of insecurity or faulty training, frequently fail to generate in others the favorable responses that are produced by charm. . . . The best way to get favorable responses from the people around us is through charming behavior based on understanding of their basic needs."—*Robert Morey, "Control by Charm," Journal of Educational Research, September, 1942.*

Older teachers may recall physical evidences of discipline in the one-room school where the teacher maintained his influence over the group by his courage and the toughness of his muscle fiber. The "big stick" was a reality.

"The modern conception of discipline emphasizes self-direction, pupil responsibility, and obedience based on a desire to do right. It is more concerned with mental attitudes than with the outward show of compliance to authority."

Here is a selection from an Iowa teacher's list of the do's and don't's for the beginner.

"Attend to the physical comfort of the pupils first: temperature, ventilation, lighting, seating."

"Be sure the classroom is attractive, neat, and orderly every day."

"Obtain the attention of the entire class before beginning any lesson.

"Encourage the pupils to explain points to one another.

"Encourage discussion that includes the whole class.

"Give only supplementary information, not the content prepared by the pupils."

"Plan for a worth-while variety of activities in each class."

"Remember that praise, carefully and honestly bestowed, pays big dividends in better behavior and better work.

"Be genuine; you never fool a child.

"Cultivate and use your sense of humor."

"Be businesslike. The teacher's example of 'tending to business' quickly wins the respect of pupils."

"Remember that unless you disqualify yourself, your children are eager for your friendship and sympathy."—*Merna Irene Fletcher, "Can You Discipline?" The Instructor, October, 1942.*

Once upon a time there was a man named Pat, boss of a section gang on a railroad. After a little independent action on the part of his men, he ordered them to remove the old-fashioned handcar from the rails and replace it several times in order that they might know who was boss.

Occasionally teachers go through the form of receiving suggestions from the children, only to turn about and convince the children that they want to do what the teacher has already planned and knows they are going to do. Miss Brogan observes that "in order to maintain their self-respect, children must have the feeling that the daily living of the group depends on worth-while contributions from all members of the group. . . . Children who are allowed to maintain their self-respect —to know the feeling of being important to someone or some group—are thinking children because there is some reason for them to think."—*Peggy Dunn Brogan, "Building Self-respect in Children," Childhood Education, September, 1942.*

Under the title of "The Education of the Post-War Generation," Hans Elias sets up the following objectives of education:

"Planned observation of things.

"Analysis of observable things.

"Logical deduction of abstract truth.

"Intuitive recognition of abstract beauty.

"Desire for justice.

"Consciousness of duty.

"Knowledge of God."

"To give knowledge of God, the emphasis in the instruction in natural sciences should be changed. Pupils should be shown that the more factual knowledge we accumulate, the more wonderful and the more enigmatic nature becomes to us. They must be shown that humility, modesty, and devotion, not a feeling that technology can master nature, constitute the right kind of approach to nature. . . .

"The majority of today's teachers of mathematics hold that the function of mathematics teaching is mainly practical —development of the ability to handle and to judge quantities and the knowledge of its applications in technology. In the teaching directed toward world reconstruction, the function of mathematics is to impart the power of abstract thinking, to give understanding of the structure of the universe, to demonstrate the universality of law and the inflexibility of God's will, to show the grandeur of God and of His universe and our own minuteness."

Mr. Elias emphasizes also the training of the children and youth in practical things such as agriculture and mechanics. Refer-

ring to the economic and industrial conditions following the war, he says: "The only vocational group which will not immediately suffer are the farmers; they can raise what they need. They are the only people independent of the outside world."

The first practical step to be taken in education is to "teach farming as a compulsory subject in every school, public or private. Whoever can get hold of a little piece of land will, if provided with farming skill, be able to keep the wolf from the door. It would be easy to incorporate a farming program into the curriculum, and communities can easily provide farms for every school. . . .

"Carpentry, forging, and tanning should be taught to every boy; spinning, weaving, and sewing, to every girl. In times of need, people will have to build their cottages themselves, they will have to be able to utilize the raw materials that they can find in nature. They will have to be able to make their own tools from ore, their own clothing from plants and skins. . . . One should not forget how much pleasure and how much health children derive from these activities." It is suggested that for the teaching of these subjects enough time would be available on afternoons and week ends.

The whole article could be read to advantage. Many of the points emphasized have a unique bearing on preparation for mission service and on Adventist principles of Christian education though motivated by the conditions assumed to prevail after this war period.—*Hans Elias, "The Education of the Post-War Generation," The School Review, September, 1942.*

In addition to the freedoms which are frequently discussed in the press today, there is here presented a new Bill of Rights for free men:

"1. The right to work usefully and creatively through the productive years.

"2. The right to fair pay, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift.

"3. The right to adequate food, clothing, shelter, and medical care.

"4. The right to security, with freedom from fear of old age, want, dependency, sickness, and unemployment.

"5. The right to live in a system of free enterprise.

"6. The right to come and go, to speak or to be silent, free from spyings.

"7. The right to equality before the law, with equal access to justice in fact.

"8. The right to education, for work, for citizenship, and for personal growth.

"9. The right to rest, recreation, and adventure; the opportunity to enjoy life."—*Abridged from a statement by the National Resources Planning Board, Journal of the National Education Association, October, 1942.*

"If only the teacher could have a thousand eyes or be in a thousand places," has been the wish of many a worker in the classroom. Two members of a high-school staff approach the matter from another angle and suggest a solution with which all good teachers would agree, that it is better to have the students carry individual responsibility for their own actions.

Often teachers are perplexed to know just what should be the limits of the responsibilities entrusted to the students. In a certain school, an attempt was made to classify these matters. "At least 70 per cent of both the teachers and the pupils believed that the following were 'very important.'

"The pupil as an individual:

"Plays fair, does not cheat.

"Does something about own progress in school, plans ahead.

"Admits mistakes and is willing to take the consequences.

"Relation between the pupil and his peers:

"Is quiet when others want to listen, work, or recite.

"Relations between the pupil and the staff:

"Keeps appointments and promises.

"Does each assignment and accepted task as well as possible.

"Takes care of school property and equipment.

"Takes care of own make-up work and extra help needs."

With many of the teacher's responsibilities intelligently and co-operatively shared

by her pupils, the burdens of leadership become much lighter. Generally speaking, children respond to such division of responsibility. Some who persistently reject their share should become the subjects of a special study by their teachers. The results, where children share responsibilities which they may easily carry, could be little less than phenomenal.—*Stephen M. Corey and Gustav J. Froehlich, "A High-School Staff Studies Pupil Responsibility," The School Review, October, 1942.*

Morale is a large word and widely used, especially in wartimes, but it applies to school groups as well as to the military. Mr. Champlin of Pennsylvania State College considers that "it has been demonstrated objectively that morale improves when the members of any group are able to plan a program of self-development." It "is heightened by reviving interest in those features of our history which stress patriotism—such as pioneering, historical literature, songs, shrines, and deeds of daring. . . .

"Morale depends on the mental alertness of the masses and their intelligent grasp of matters relating to our local and national well-being. . . . Morale makes possible the strenuous pursuit of an objective, if and when necessary. Morale implies that we comprehend the meaning and the price of sacrificial service for others. Morale reveals a solidarity that is inward and personal as well as outward and social. Morale implies the possession of attributes that help us to serve causes and survive crises, accept rebuffs and submit to defeat so that eventually we may be able to overthrow the forces of evil and mete out punishment to those who are deserving. . . . It represents co-ordination of body, mind, and spirit. . . .

"Mental and moral flabbiness is due to the absence of morale. . . . Implicit in morale is the ability of a people to take the long view, have a keen sense of perspective, maintain a reservoir of moral stamina, replace little hypocrisies with incontestable sincerity, and emphasize the spiritual quality of life as well as the materialistic aspects of existence. . . . Morale is intimately related to character and culture, and it involves the intelligent and purposeful pooling of the mental, social, vocational, and civic assets of any community."—*Carroll D. Champlin, "The Educational Meaning of Morale," Bulletin of the American Association of University Professors, October, 1942.*

Many educators have written illuminating and instructive articles on in-service education of teachers. Here are ten of thirty-eight of the most promising techniques for improving instruction in the classroom.

"1. Visiting teachers in one's own school according to a plan devised by teachers themselves.

"2. Visiting teachers in other schools according to plans devised by the staff.

"3. Holding departmental meetings to study curriculum development.

"4. Experimenting with new classroom procedures according to plans devised by the staff.

"5. Making surveys of pupil problems, interests, and needs.

"6. Surveying graduates for facts needed in curriculum development.

"7. Holding departmental seminars open to all teachers to discuss departmental problems.

"8. Exchanging teachers with other schools.

"9. Having pupils and parents, as well as teachers, serve on committees concerned with pupil activities and problems.

"10. Electing committees to conduct experiments within the school."

There are three other lists given in this article: one of 45 entitled, "Promising Techniques for Improving Staff Relations," another of 19 listing "Promising Techniques for Improving Community Relations," and the final one of 25, wherein are listed techniques considered least valuable. The lists are very condensed and represent the result of wide sampling in the States of the North Central Association.—*C. A. Weber, "Techniques of In-Service Education Applied in North Central Secondary Schools," North Central Association Quarterly, October, 1942.*

The Recitation-Discussion Method

I. Definition of the recitation-discussion method.
  A. An orderly procedure by which pupils through concrete action seek to achieve certain desirable ends recognized and purposed by the group.
  B. It may well be called the conversation method.

II. Observations on learning and teaching.
  A. Learning.
    1. Learning is a result of pupil activity, not teacher activity.
    2. Learning is indicated by a change of behavior or conduct.
    3. Activity may be physical, mental, or emotional.
  B. Teaching.
    1. Teaching is not merely telling—it is not like dropping potatoes into a sack, but like a ball game with give and take and the pupil doing his full share.
    2. "Our ideas of education take too narrow and too low a range."[1]
    3. "The essential, enduring education is that which broadens the sympathies and encourages universal kindliness."[2]
    4. It is the work of true education to develop "individuality, power to think and to do."[3]
    5. The real function of teaching is to exert influence, stimulate interest, guide the learning activity, and develop wholesome responsibility.
    6. The Bible teacher should be first a preacher—a spiritual leader.
    7. The Bible teacher's objective should be to indoctrinate and make disciples—church members.
    8. Method is not to assume a place of first importance but is to be a servant of purpose.
    9. A combination of methods is the only successful way.
  C. The social element.
    1. There should be a social element in all teaching.
    2. The tendency is for the teacher to become increasingly less social as he becomes more educated.

III. Objections and dangers in the recitation-discussion method.
  A. Pupil activities.
    1. Pupil responses poor because of lack of preparation.
    2. Pupils more apt to learn in class than outside.
    3. Poor opportunity for learning even during the class period.
  B. Teacher activity.
    1. Teacher may be too dominantly active.
    2. May have inquisitorial manner which puts pupils on the defensive.
    3. Working-for-taskmaster attitude—"Is-that-what-you-want?" type of recitation.
  C. Subject matter.
    1. Misplaced emphasis.
    2. Irrelevant lines.
    3. Acrimonious debate.
    4. No increase of knowledge.
    5. Conclusions far from truth.
  D. Time element.
    1. Waste of time for pupils to recite what they have already learned and to tell what other pupils already know.
    2. Monopolized by few.

IV. Benefits of the method.
  A. Most democratic way—Jesus' method.
    1. Activity for both teacher and pupil.
    2. Problems can be solved by the group.
    3. Teaches tolerance for the viewpoints and opinions of others.
    4. Puts everybody on an equal basis.
  B. For the pupil:
    1. Learning strengthened by repetition and expression.
    2. Misconceptions revealed and corrected.

[1] Ellen G. White, *Education*, p. 13.
[2] *Id.*, p. 241.
[3] *Id.*, p. 17.

3. New ideas from contributions of other pupils.
4. Judgment expressed, pupil's own.
5. Creates vital interest.
6. Eliminates stiffness of formality.
7. Stimulates thought.
8. Makes for broadening of thought.
9. Forces clear-cut reasoning.
10. Makes for right attitudes toward materials.
11. Provides opportunity for practical application—calling on one's own experience.

V. Prerequisites.
A. A good assignment. It should:
1. Constitute highly productive learning activities and experiences that are interesting and challenging.
2. Be motivated through development of worthy purposes within the pupils.
3. State clearly and specifically how the pupils are to proceed.
4. Provide for individual differences.
5. Be reasonable as to time needed in preparation.
B. A plan for each lesson. It should contain:
1. A statement of the objectives.
2. Assignment.
3. Description of the procedures for the class period.

VI. Procedures.
A. A variety necessary.
B. General characteristics.
1. Questioning to produce thinking.
2. Teacher as the group leader stimulates, guides, and directs the discussion.
3. Keeps close to everyday life.
C. Teacher activity.
1. The approach. What do the pupils need? What is the most important phase of this problem?
2. Helping pupils define and discover the problem.
3. Attempting solutions.
4. Arriving at the final solution.
5. Resulting activity. Will it work? How? For whom? When? Link it with the activities of the church.

VII. Activities of teacher and students.
A. Teacher's part.
1. Stimulation and guidance which will be evaluated in pupil performance.
2. Launching the mind-set, very important.
3. Questioning and directing discussion.
a. Save the pupils from surrender.
b. Do not ask too many questions.
c. Do not try to get the answer you have in mind; rather, redirect the pupil's thought.
d. Sometimes suggestion or even criticism is in order.
4. Recognizing and judging achievement. Standardized tests place teacher in a position of friendly helper, which is desirable.
B. Pupil's part.
1. Well-prepared contributions. Speaking to the class and winning their approval. Fulfilling his share of a "contract."
2. Evaluating and supplementing the contributions of others.
3. Constructive planning.

VIII. Questioning by the teacher.
A. Qualifications for questioning.
1. Be well informed.
2. Think clearly and quickly.
3. Have a psychologically clear insight into pupils' minds.
4. Have a good command of the language.
5. Have a knowledge of technique.
B. Value of questions determined by:
1. The response.
2. The readiness of the response.
3. The satisfying of the demands of economy as to number and sequence.
4. The universality of the appeal as to distribution and individual differences.
C. Purposes for asking questions.
1. To stimulate and direct thinking.
2. To lead pupil to new and more significant conclusions.
3. To aid pupil to build on past experience.
4. To arouse curiosity and stimulate interest.
5. To secure and keep contact with the minds of the class.

6. To give the pupil opportunity for expression.
7. To develop appreciation.
8. To fix responses—review and drill.
9. To test the pupils.
10. To get information.

D. Types of questions.
1. Preliminary.
   a. Exploring the pupil's mind.
   b. Connecting former lessons to new one.
   c. Many queer notions about Pharisee, disciple, prodigal, Jews, Gentiles, Ethiopian, etc.
2. Developing.
   a. Comparison.
   b. Analysis.
   c. Judgment.
   d. Organization.
   e. Appreciation.
   f. Generalization.
   g. Application of the truth.
   h. Examples:
      (1) "By what apparent accidents did Saul become king?"
      (2) "To what extent do accident and chance rule our lives?"
      (3) "Does God call all men to their work?"
      (4) "Why did Samuel write it in a book?"
      (5) "Is it ever necessary to tell a lie?"
3. Test.
   a. Drill.
   b. Review.
   c. Recall.

E. Technique of asking questions.
1. Call for all mental activity of which pupil is capable, not more.
2. Ask questions in proper sequence, drill questions excepted.
3. Size and form of the question.
   a. Consider individual differences.
   b. Be clear, definite, and concise.
   c. Do not follow language of text.
   d. Avoid alternating, elliptical, and leading questions.
   e. Never ask a double question.
   f. Topical questions preferable to numerous small ones.
   g. Seldom ask a question which can be answered by "Yes" or "No."
   h. Give ample time for answering.
4. Obtaining group responses.
   a. Generally, do not repeat questions or pupils' answers.
   b. Distribute questions fairly but not in a fixed order.
   c. Concert answers are sometimes appropriate.
   d. Some volunteer questions may be asked.
   e. Occasionally address inattentive pupils.
   f. Train pupils to speak to group instead of teacher.
   g. Ask the question and then designate the one to answer.
   h. Be brisk and enthusiastic—transfer from pupil to pupil and to class.
5. Treatment of unsatisfactory responses.
   a. Pupils rather than teacher should evaluate. This makes pupils attentive and critical, creates a wholesome attitude toward the teacher, and stimulates to greater effort to have a creditable standing in the eyes of the other pupils.
   b. Incorrect or inadequate answers should not be accepted without improvement.
   c. Pupils should be taught how to answer.
6. Pupil questioning.
   a. Pertinent, worth-while questions should be welcomed.
   b. Respectfully consider all questions in right spirit.
   c. Commend good questions.
   d. Require written questions sometimes.
7. Ask questions extemporaneously and conversationally, but with careful preparation beforehand.
8. Draw on evangelistic experience. Example: "How would you answer such a question if you were giving a Bible study?"

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NEWS from the SCHOOLS

REPORTS FROM 53 ACADEMIES show an increase of 395 in enrollment over the opening enrollments for the same schools last year.

THE COLLEGE OF MEDICAL EVANGELISTS at Loma Linda reached its Ingathering goal of $2,150 in less than four weeks. The total amount raised was $2,228.94. The field day brought in $580.79 in cash.

GEORGE G. KRETSCHMAR, professor of physics at Walla Walla College, has been granted a leave of absence for the war's duration to work as a technician at the Radar laboratory in Belmont, New Jersey.

THE ENGLISH EPIC "BEOWULF" was the subject of the first of the George Washington Rine lectures at Pacific Union College during the present school year. The lecture was presented by Charles D. Utt.

H. R. EMMERSON, instructor in woodwork and carpentry at Walla Walla College, received an award of $100 for a paper on the benefits of arc welding in building operations, submitted to the Lincoln foundation in the Industrial Progress Award program.

"THE FIRST TWENTY YEARS" is the title of a 48-page booklet commemorating the twentieth anniversary of the founding of La Sierra College. Eighty-four students registered the first day. The yearly enrollment is now near seven hundred, with another hundred in the elementary grades.

VERNON E. HENDERSHOT has been granted a year's leave of absence from the faculty of Walla Walla College to serve in the Department of War Information of the United States Government. His four-volume Malay language course has been adopted for use in Yale University and the University of Michigan.

PACIFIC UNION COLLEGE students helped to save the fruit crops in the Napa Valley by volunteering to assist in the harvest for four afternoons, September 21-24. Four thousand man-hours of labor were provided to scores of farmers of the surrounding countryside during the emergency caused by labor shortage.

DEDICATION CEREMONIES for the new $80,000 library at Washington Missionary College took place in Columbia Hall on October 6. The library staff maintained open house throughout the afternoon for 600 guests and friends, inviting them to inspect, among other features, the reading room with its capacity for 150 readers and the stack rooms with a capacity for 85,000 volumes.

FLOYD E. BRESEE, principal of Union College Academy, has been granted leave of absence to become a United States Army chaplain. Arthur D. Holmes, who has served on the academy faculty as science instructor for seven years, has been selected as acting principal.

ARIZONA ACADEMY has put its dormitories in condition for occupancy and is again operating as a boarding school. For the past few years it has been a day school only. Several new teachers have joined the staff, and the enrollment shows an encouraging increase.

OAKWOOD JUNIOR COLLEGE may soon offer senior college work. In harmony with a plan adopted at the Autumn Council in Cincinnati, a special committee has been appointed to study the matter and suggest plans of procedure.

A TEACHERS' INSTITUTE for the Upper Columbia Conference teachers was held at College Place, Washington, October 8-11. J. E. Weaver, H. C. Klement, and Miss Alice Neilsen gave valuable help.

UNION COLLEGE, at the close of its most successful Ingathering campaign, reported $1,650.28, of which $950 was received during the field day. The academy reported $168.16.

PORTLAND UNION ACADEMY reports the addition of a three-room elementary school building, which will give much more room in the present building for the academy.

FRESHMEN outnumber all other college classes combined at Walla Walla College this year. They constituted 264 of the first week's 483 enrollment.

UNION SPRINGS ACADEMY netted $309.86 for Ingathering on September 23, when 41 per cent of its students worked in near-by towns.

NELLIE PHILLIPS is teaching in the commercial department of Southwestern Junior College. She served last year at Adelphian Academy.

MORE THAN 2,500 COPIES of the *Signs of the Times* were wrapped and mailed on a recent Sabbath by the College Literature Association of Pacific Union College.

NORMAN KROGSTAD and Eleanor Cowles-Krogstad will head the music department at Enterprise Academy. Mrs. Krogstad taught music at Sheyenne River Academy during the past year.

MORE THAN TWO THOUSAND DOLLARS was brought in by the students and faculty of Pacific Union College in their Ingathering campaign. The total for the field day, September 28, was $1,455.19.

EDUCATION FOR MARRIAGE is being undertaken at Pacific Union College. During the second semester a course in preparation for marriage will be offered for the third time. Teachers in four departments contribute to the course.

THE COLLEGE OF MEDICAL EVANGELISTS now has one of the most conveniently arranged and best furnished school homes for its Loma Linda division. There are fifty-two modern rooms, each with an adjoining bath. In addition, there are a beautiful guest room and complete living quarters for the dean of men.

STUDENTS OF EMMANUEL MISSIONARY COLLEGE again report a victorious Ingathering campaign with a total of $2,564.35, as a result of two field days, September 29 and October 7. A group of about seventy students assisted in harvesting the fruit crop in the vicinity of the college, donating their wages to the Ingathering fund.

GEM STATE ACADEMY has enjoyed a number of improvements recently in addition to Belleau Hall, the new boys' dormitory, and Frazier Auditorium. The English classroom has been doubled in size and other classrooms have been added. The heating system in the main building has been improved.

A SCRAP METAL DRIVE in which the Indianapolis Junior Academy students participated brought them a first prize of $100. They gathered an average of 1,261 pounds per student. The average for the 91 public and 29 parochial schools entering the contest, sponsored by the Indianapolis *News*, was 51.89 pounds per capita. In addition to the $100 prize, the school received nearly $130 from the sale of the scrap metal.

AUSTRALASIAN MISSIONARY COLLEGE had an enrollment of 292 students last year, 50 of whom were graduated. The enrollment at New Zealand Missionary College of 104 students was the highest in the history of the college. Of the 77 students registered at the West Australian Missionary College, 6 completed the courses offered.

MISS LYSLE SPEAR, matron at Pacific Union College for twenty-one years, was honored by a gathering of faculty and college employees on October 11. The position of matron is being filled this year by Sarah Kramer.

AN ALL-TIME HIGH of $2,356.14 for Ingathering is reported from Walla Walla College. The sum includes $1,559.54 raised by college students and faculty, $193.90 raised by academy students, and $602.70 gathered by the normal school.

GENEVA DURHAM, formerly instructor at Battle Creek Academy, is filling the vacancy in mathematics instruction at Emmanuel Missionary College made by the absence of Cecil Woods, on leave for graduate study.

MARY COLBY-MONTEITH, director of nursing education at Pacific Union College, was re-elected president of the California League of Nursing Education at a convention held in Fresno, October 2-4.

LA SIERRA COLLEGE more than doubled its Ingathering field day goal of $650, bringing in $1,709.35 on October 6. Onion harvesting and date picking accounted for over a hundred dollars of this total.

SHELTON ACADEMY reports a crop of eight thousand bushels of potatoes from twenty-five acres of rich, irrigated Nebraska soil, and fifteen tons an acre from the beet field.

YAKIMA VALLEY ACADEMY students and teachers gathered $325 for Ingathering on their field day, October 13.

CALVIN GORDON, formerly Bible instructor at Enterprise Academy, is now serving as principal of the Central American Training School at San José, Costa Rica.

IN TWO NIGHTS' EFFORT, the students of Washington Missionary College exceeded their $1,800 Ingathering goal by $186. The final figure is expected to exceed $3,000.

JOHN B. KRAUSS, superintendent of the Union College Press, has accepted the chairmanship of the Research Commission of the International Association of Printing House Craftsmen.

CHURCH SCHOOL TEACHERS especially will be interested in the following recommendations passed at the recent Autumn Council in Cincinnati.

"Our elementary school work and its proper development under the direction of our conference organization is vital to the life and progress of the advent movement. In order to provide adequately for our teachers' support in elementary schools, we recommend the following:

"WHEREAS, Conferences are now providing summer employment for a number of their elementary church school teachers through activities and responsibilities, such as Senior and Junior Camps, Bible work, primary and junior work at camp meetings, tent meetings, and colporteur work,

"*We recommend,* 1. That our conferences and churches provide summer employment for the elementary church school teachers as far as possible.

"2. That where such employment is not available regularly, elementary church school teachers who are not fully employed during the summer be paid at least $7 a week during the summer period of 12 weeks, where funds are available; and further, that when a teacher is sent to summer school, that be taken into consideration.

"3. That this summer allowance be applicable only to those teachers who were employed for the previous school year and who are in line for continued employment unless for specific reasons they are notified to the contrary.

"4. That where a teacher has received this allowance during the summer period but fails to accept employment for reasons other than illness at the beginning of the next school year, she refund the amount received during the summer.

"5. That where a teacher is transferred from one conference to another during the summer period, the conference to which she is transferred pay the full summer allowance.

"6. That in order that our church school teachers may be treated similarly to other workers in the matter of graduated wage increases, the following plan be followed:

"That the minimum beginning wage for elementary church school teachers (women) be $16.50 a week for the first year, the wage for each succeeding year to be increased annually toward the maximum, according to the teacher's training, experience, and success.

"7. That the conference provide from its funds and the church school comeback up to 20 per cent of the teacher's salary and summer allowance.

"8. That these recommendations go into effect June 1, 1943.

"WHEREAS, In assisting churches in the payment of their elementary church school teachers, some conferences have successfully followed a plan whereby the teacher is paid from the conference treasury, remittances for their share of the teacher's wage being made to the conference each month by the churches concerned; therefore,

"*We recommend,* 9. That we commend this plan to our conferences for study and approval where conference committees feel that its adoption is desirable."

Following the adoption of the foregoing report as a temporary measure for one year, it was

Voted, That the question of a permanent plan for stabilization of our church schools be referred to the large committee appointed to study financial policies relating to percentage of tithe, mission offerings, comeback, etc., with the addition to that committee of two representatives from the General Conference Educational Department, two educational secretaries, and two educational superintendents, these additional members to be appointed by the General Conference Committee; report to be made to the next Autumn Council.

Education in Larger Aspects

Continued from page 8

ing fields of knowledge. Like mountain climbing, it is strenuous and calls for the outlay of considerable energy. John Milton admits it is "laborious indeed at the first ascent," but after that he declares it is "so smooth, so green, so full of goodly prospect and melodious sounds on every side that the harp of Orpheus was not more charming."

And this is in harmony with the teaching of Scripture: "Happy is the man that findeth wisdom, and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things thou canst desire are not to be compared unto her." Prov. 3:13-15.

It is to be hoped that the students in the colleges and academies will so completely fall in love with education in its larger aspects that they will wish to continue to study and grow mentally day by day for the rest of their lives.

Our Library Heritage

Continued from page 10

tic efforts do not readily lend themselves to the patterns of libraries. New converts, State and national increases in church membership, do not imply a proportionate effect upon libraries and reading. It goes without saying that were all educational institutions eliminated, this denomination would have little need for libraries.

Library service in the ranks of the church centers around scholarship—specifically, the student, the teacher, the assignment. There are six easily distinguishable groups or types of libraries, each functionally restricted, and each patterned with a varying degree of accuracy. These are: (1) elementary school libraries, (2) academy libraries, (3) junior college and nurses' training school libraries, (4) liberal arts college libraries, (5) theological graduate school and medical college libraries, (6) publishing house and other special libraries.

What is the purpose of a children's library in an elementary school? What should it contain, and how should it operate? How can an academy library best vitalize the reading of the youth of the denomination in a book-conscious age? What are the needs of the libraries in advanced institutions? What are the contributions to scholarship of specialized libraries such as those of publishing houses? These are questions which seriously concern the library heritage, questions that must be diligently pursued and carefully answered.

What an Indian Mother Said

Continued from page 14

children miss that training in life. I do not know how they would be prepared to face the final crisis. So I have decided to send at least the older ones to our own schools as early as I can."

I was very happy to hear this wonderful testimony from that mother about the saving influence of Christian education. I forgot all the inconveniences we had that day in our journey to that place, and felt that I would have missed much of joy and happiness had I cut that place off from my itinerary. May God raise many such Adventist mothers to save our young people from the snares of the enemy and prepare them to meet the issues in life and finally to receive a place in His kingdom with those whom they save.

Methods in Bible Teaching

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9. Make constant self-critical examination of the technique you are using.
10. The Socratic method.
    a. Questioning for awareness of ignorance.
    b. Questioning for eagerness to know the truth.
    c. Questioning for thinking through to certainty of the right.
11. Make a careful study of Christ's method.

RONALD D. DRAYSON,
Instructor in Bible,
Laurelwood Academy.

Science Teachers

Continued from page 7

ers could report research, exchange findings and ideas, quote scientists, theorize, controvert, and criticize in a constructive way, could become a powerful asset to the scientists of the denomination. It would aid in the development and purification of a positive fundamentalism and in measuring up to the responsibility of placing before the church, and before anyone who wished to read, the peculiar science of those who believe that the Holy Scriptures, literally interpreted, constitute the true guidebook for all study in the natural as in the supernatural realm. It seems possible that editors, publishers, and ministers might find such a journal very much worth while in depicting modern trends and in furnishing them with correct scientific data which could be used in articles, books, and sermons.

There is little question that the science teachers are not fulfilling their responsibility to their brethren when they wait passively for others to come to them occasionally for a word of advice or to have them do a piece of hack writing in their field. The philosopher may wait with folded hands until his own comes to him. But the scientist must be alert to seize each opportunity by the forelock or even to make the opportunity in order that the scientific aspects of the advent movement may not be a mere trailing appendage, but rather serve as an actively leavening influence which shall win the respect of the world and definitely help in hastening the progress of the gospel in a materialistic world.

Art

Continued from page 5

"I don't know. I guess you'll have to tell me."

Here was the opportunity to teach an art principle. But suppose the teacher had never heard of, or noticed, the high light in a bird's eye. How could she fill that little open mind? Simple! The illustration in the book had an excellent high light in the bird's eye, else Jackie would have seen no eye at all. It was easy to step to the board, draw a bird profile, and put in a circle for an eye, then color a wedge in the top of the circle white with chalk. The response was instantaneous.

"Oh, I see it, it's the white spot," said the little inquirer. "The bird's eye in the book has it too. All the birds' eyes on the page have it."

"Yes," the teacher replied, "and your eyes have it too."

"Do they? So do yours," he said, eyes wide, looking into hers.

There followed a great gazing into eyes by all the children and a furious coloring of black bird eyes with white wedges. A little girl sighed as she finished her bird and remarked, "It stands right out, and is round and shining." Then she added, with even more emphasis, "It's just wonderful."

Every child has tried to draw and paint. The ones who are sufficiently encouraged usually keep on drawing and painting until they become discouraged, either by their own judgment of their work or by that of some person they respect. A large number of children may not be made into artists, but a skill should be developed in them that would prove to be one more avenue of self-expression, whether it be art, architecture, interior decoration, tasteful dressing, or simple sketches to supplement their words. They should have their eyes so opened to beauty that even in times of poverty or discouragement they may still feast their souls upon the loveliness of the natural world.

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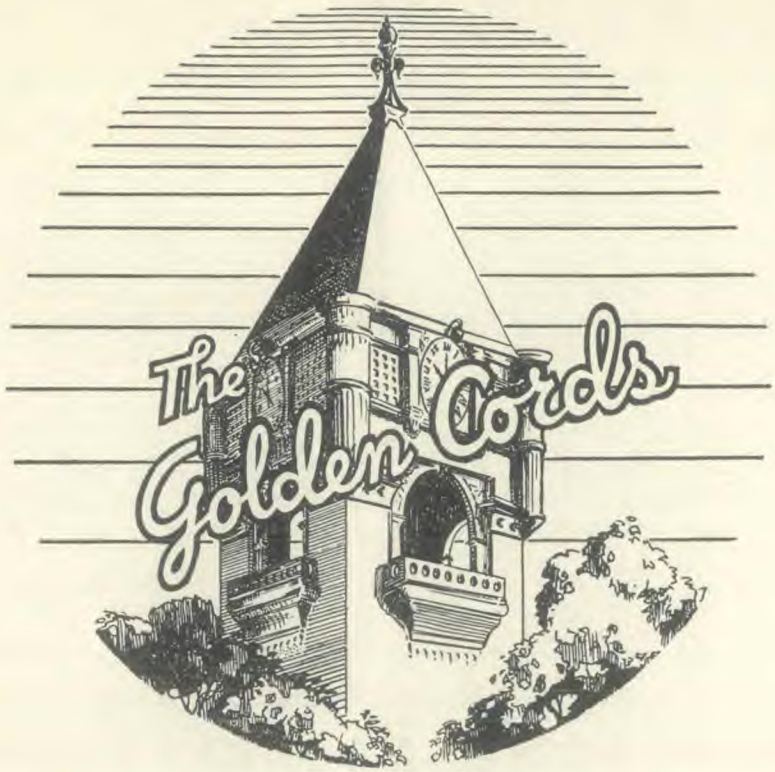

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