

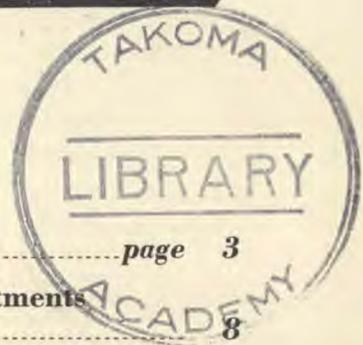
# The JOURNAL of TRUE Education

VOL. 5, NO. 2

APRIL, 1943



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

## THE BUD

A bud is a marvelous thing. There it sits on the branch, the winter through, while the wind and the rain, the sleet and the snow, deliver their worst. It shows no more sign of life than the ice-bead which clings to its tip on a January morning. But when the earth has reached that particular point in its orbit when the sun casts that first vernal ray, life appears. The bud fattens. It grows. And at a proper time the bud becomes a flower, a leaf, a twig.

Packed within the bud—even as in the seed from which it sprang—is the vast and enduring miracle of life and growth. It may contain the simplest leaflet. It may produce the waxen beauty of the dogwood bloom, the delicate flower of the maple, the complex catkin of the birch or the willow. The variety is endless. If you would watch a miracle, see how the bud grows on the shagbark hickory, swelling and strengthening until the life within can no longer be contained, but bursts the sheath—itsself almost a blossom of delicate pink—and frees that five-fingered spread of fresh green leaf. Here is magic beyond the reach of human hands. No parachute packer ever approximated the economy of space achieved in a hickory bud. None ever shall.

A bud upon a bough; then a leaf, and then a flower. It is as simple as that, an elemental matter—elemental, yet as complex as the very solar system. Man dreamed the radio and built the wings of the airplane. But who can devise a bud on a lilac bush?

—*Editorial in the New York "Times."*

The JOURNAL of TRUE  
Education

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## Jesus, the Teacher♦

*Floyd T. Goodier*

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**J**ESUS was pre-eminently a prophet- (or preacher-) teacher. There are nearly two hundred references in the Gospels to Jesus as a teacher. In reference to His work, the verb "teach" is used as frequently as all other verbs together. He taught in the synagogue; He taught on the hillside; He taught from a boat; He taught throughout the villages of Palestine; He spent many hours privately instructing the twelve apostles.

Jesus took time to get ready to teach, being thirty years of age when He entered upon His lifework. Growing up as He did in a Jewish home at Nazareth with brothers and sisters, His development appears to have been ideal. The account says He increased in wisdom (intellectually), in stature (physically), and in favor with God (spiritually) and men (socially). Presumably He was from very early years given religious instruction in the home—passages from the Old Testament, short prayers, and sayings of sages. Much memory work was probably included. Undoubtedly Joseph and Mary did not neglect the admonition in

Deuteronomy 6:6, 7 which has always been observed by loyal Jews:

"These words, which I command thee this day, shall be upon thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."

Throughout His teaching Jesus constantly quoted passages from Old Testament literature and at times put together statements found in different books. For example, when asked which is the great commandment in the law, He replied, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. . . . And the second is like unto it, Thou shalt love thy neighbor as thyself." The first part of His answer, in almost identical wording, is found in Deuteronomy 6:5; the second part in Leviticus 19:18.

It was required of every Jewish father that he teach his son some honest craft. Saul of Tarsus, though educated as a rabbi, learned the art of tentmaking. It is generally supposed that Jesus learned

\* Reprinted from *School and Society*, Feb. 27, 1943.

the carpenter's trade from His father and helped fashion plows and yokes for the peasants of Galilee. In imagination we may see Him spending these years of preparation at Nazareth. Quietly He was observing nature and men. His social contacts were with members of His own family, with the simple laboring class, with the religious teachers of the synagogue. Day after day He was storing in His memory not only the facts of His religious instruction but scenes and incidents to which He would later refer again and again. He knew the countryside, He knew the shop, He knew people. The experience in Jerusalem at the age of twelve was an earnest of the days to come when He should teach as one having authority and should speak as no man ever spoke before.

Jesus had a central theme which is stated or implied in all His teaching. That theme was the kingdom of God, which was presented with three somewhat different emphases. At times it referred to the inner spiritual life of the individual, as when He said, "The kingdom of God is within you." At other times the expression had reference to possible changed conditions on this earth, as when He taught His disciples to pray, "Thy kingdom come Thy will be done in earth, as it is in heaven." Less frequently, the phrase apparently referred to spiritual life after death, as in the statement, "Come, ye blessed of My Father, inherit the kingdom prepared for you from the foundation of the world."

In evaluating the teaching of Jesus, this matter of a central theme is purposely put first. Jesus spent thirty years getting ready to teach. His study of religious writings, the instruction He received in the home and in the synagogue, His visits to the temple at Jerusalem—there were undoubtedly many of these—His sojourn in the wilderness following His baptism in the Jordan—all

these experiences gave Him the conviction that He had a divine mission to present the kingdom of God to the people of Palestine. When He had made this decision, nothing ever induced Him to deviate from the course He had adopted. Family influence, ridicule, the opposition of the church, danger of interference from the Roman government, plots against His life—none changed His purpose or His plans. Courageously He continued the course decided upon and taught the truth as He saw it.

Keeping in mind as a background the years of preparation for teaching and the selection of a central theme, let us consider in some detail the teaching methods of Jesus. It will not be surprising to find that many if not all of these methods have been used by good teachers in all ages.

1. Usually Jesus introduced a lesson with a question or problem. When His disciples had been disputing, not to say quarreling, among themselves, as to who should be the greatest in the kingdom, Jesus called to Himself a little child and said, "Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven." When Peter asked, "How oft shall my brother sin against me, and I forgive him?" the answer was the parable of the unmerciful servant. Jesus told the well-known story of the good Samaritan in answer to the question, "Who is my neighbor?" The famous discourse with the woman at the well was opened by the request which Jesus made for a drink of water.

2. Jesus was ready at all times to capitalize the present situation. Through His insight into human nature, He sensed at once the motives, attitudes, desires, fears, and hopes of those with whom He was thrown in contact, and developed His instruction accordingly. The experience with the woman at the well already referred to is an example.

At the close of the conversation her comment was, "Come, see a man, which told me all things that ever I did." The explanation of spiritual rebirth as developed with the ruler Nicodemus, who came to Jesus by night, is a further illustration. And when His enemies would ensnare Him with their clever question, "Is it lawful to give tribute to Caesar?" Jesus took advantage of the situation to differentiate spiritual and civic responsibilities by that answer which has lived ever since it was spoken, "Render to Caesar the things that are Caesar's, and to God the things that are God's."

3. Jesus did not overlook the established pedagogical principle of apperception, which, as I recall, is that in teaching one should always proceed from the known to the related unknown. Jesus began His teaching as a Jew working with fellow Jews. He had been reared in accordance with Jewish teachings. As a child He had been circumcised according to Jewish custom; He observed the sacrament of baptism before beginning His work as a religious leader. He made a practice of attending the services of the synagogue and repeatedly based His teaching on the old Jewish laws and prophecies with which His listeners were familiar. He proceeded to breathe new meanings into the old commandments, centering attention upon deep spiritual interpretations rather than upon a perfunctory recognition or observance of the letter of the law.

4. Jesus apparently recognized the importance of individual differences and adapted His instruction to the needs of the individual. When His disciples raised certain questions regarding His statements on the subject of divorce, He answered, "All men cannot receive this saying." And again in the Gospel of Mark the account reads, "With many such parables spake He the word unto them, as they were able to hear it." In

one of His last conversations with His disciples, according to John, Jesus said, "I have yet many things to say unto you, but ye cannot bear them now."

5. Jesus saw the latent possibilities in the individual and by His methods of teaching sought to arouse in him a desire to develop those possibilities. The individual was thus lifted to a higher level of living. There are numerous instances of this. Peter, in spite of many slips, through the influence of Jesus and through Jesus' faith in him, became one of the great characters of the early church. It would be interesting to know what Jesus said to Zacchaeus the day He became a self-invited guest in his home. At the beginning of the conversation Zacchaeus was a selfish publican, a despised taxgatherer, who had made his living by extortion and fraud. At the close of the conversation this same Zacchaeus announced, "Behold, Lord, the half of my goods I give to the poor; and if I have wrongfully exacted aught of any man, I restore fourfold." One of the enigmas of history is how Judas Iscariot could have been for three years under the influence of this same Jesus and failed to respond to His teaching.

6. Another marked characteristic of the teaching of Jesus was its naturalness. As Bishop Hughes says, "Jesus had poise but no pose." He dealt with a world in which His hearers lived, and used illustrations with which they were familiar. He gave dignity to the homely scenes referred to in His teaching. One would hardly think of hens and chickens as illustrative material for a great religious teacher. Yet how natural and appropriate for Jesus to lament, "O Jerusalem, Jerusalem, . . . how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not!" How natural these teachings from the lesson given to the twelve after their selection: "No man can serve two masters." "Lay not up

for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal." "Be not therefore anxious for the morrow. . . . Sufficient unto the day is the evil thereof."

7. Someone has remarked that nothing is so simple but that the pedagogue can make it well-nigh incomprehensible. Such a remark certainly does not apply to the teacher, Jesus. Clear, direct, and definitely applicable are His teachings. There are no unnecessary sentences, at least as the records have reached us. There is nothing to confuse or to obscure the meaning. Much of this clarity is due, of course, to His marvelous use of illustrations, many of which have become a part of our common speech. How the stories of the leaven, the mustard seed, and the dragnet must have illumined the concept of the growth of the kingdom of God! As long as time lasts, the meaning of neighbor will be clarified by the story of the good Samaritan. Remember that these illustrations—and many others introducing houses built on sand or on rock, lilies of the field, wise and foolish virgins, laborers in the vineyard, merciful and merciless creditors, salt, wedding feasts, buried treasure—were all within the understanding of His listeners.

8. The teachings of Jesus were graphic and vivid. Part of this effect was produced through the use of nearly forty parables. Each parable was introduced to teach a single truth. While the parable was not necessarily literally true, it was always in harmony with actual life. The parable attracted attention, aroused thought, impressed the memory, and implied a spiritual lesson. Jesus told the story of the rich farmer who built larger and larger barns to house his crops and died just as he was ready to retire, to illustrate the foolishness of laying up material treasure and not at the same time developing a rich spiritual life.

One with even a weak imagination can hardly fail to get the picture which Jesus drew of the publican and the Pharisee who went up to the temple to pray. The Pharisee prayed with himself and expressed thanks that he was not like the publican, while the publican, with eyes downcast, beat upon his breast, saying, "God be merciful to me a sinner." Can this story be surpassed for vividness?

9. Jesus also used such figurative language as the proverb, the epigram, the paradox, and the hyperbole. Such language was common with Oriental teachers and familiar to the people of Palestine. The "prophet . . . not without honor, but in his own country," the "new wine in . . . old wineskins," the "man, having put his hand to the plow," were all current expressions.

Many a paradox of Jesus will occur to those who are familiar with the Gospels. "He that findeth his life shall lose it," "Many that are first shall be last," "Blessed are the meek: for they shall inherit the earth," are examples.

10. Those who have studied the life of Palestine as it was in the time of Jesus assure us that He used humor in His instruction. His reference to the Pharisees as "just persons, which need no repentance" was delicate irony which must have brought a smile to the faces of His listeners. They would also be pleased at the description of those who confidently appropriated the chief seats at the dinner and then were invited to move to less prominent places.

11. I do not like to bring to a close this inadequate discussion of Jesus as a teacher without referring to His courage in presenting His message in the face of opposition. Jesus is pictured in literature and art as gentle, tender, merciful, and forgiving. He did have all these qualities and He emphasized them in His teaching. But His meekness was linked with a virility that gave strength and force to His character. His words

were so incisive that at times they fairly cut and burned. When messengers informed Him that He had better leave Perea because Herod was seeking His life, Jesus replied, "Go ye, and tell that fox, . . . I must walk today, and tomorrow, and the day following." Certainly these words, addressed to an official of the Roman government, were not spoken by a weakling. The last Tuesday of Jesus' life was one of the busiest of which we have any record. His enemies heckled Him and sought to entangle Him in theological disputes most of the day. When He had successfully met every disputant, the account says, "No man after that durst ask Him any question."

In his book *Great Teachers and Mental Health*, William H. Burnham writes this summary of Jesus as a teacher.

"His apparent sincerity and integration of character, a personality integrated by simple healthful activity—the carpenter's trade in early manhood—a great all-absorbing task in the last few

years of life; His freedom largely from the inhibitions common to ordinary men; the objective attitude, with attention concentrated not on self, the ego, but on the people around Him, the simple things of daily life and His own great task; and at the same time recognition of the importance of the subjective mental attitudes as essential to mental health, with His emphasis on the motive, the intent, as the significant reality, 'The kingdom of heaven is within you;' His complete readiness to face reality and His emphasis on the truth; with all this, the sanity of His social relations and the outstanding fact that He in contrast to the Jewish leaders and prophets was distinctly a democrat."

Possibly the time will come when, in spite of our theological and doctrinal controversies, we may make greater use of the Bible in our schools. When that day comes, it will not be amiss in teacher-education schools to give some attention to Jesus as a teacher.



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# Child Guidance and Personal Adjustments

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**G**UIDANCE is the planned, directed, and purposive influence of a skilled instructor upon a child. The counseling may be formal and direct, as in an interview at an appointed time. It may be informal or indirect, as in group conferences; or it may profitably be a combination of both formal and informal methods. During the elementary school years, guidance pertains to all the child's learning activities. This refers not only to satisfying subject matter achievement, but also to learning ways of living which include all the growth experiences of children. "He [the true teacher] cannot be content with imparting to them only technical knowledge. . . . It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity,—principles that will make them a positive force for the stability and uplifting of society."\* Whenever the child is thus assisted in helping himself to grow, adjust, and live, there is organized guidance.

The period of childhood is not merely one of enlargement; it is a new experience—an experience freighted with conflicts and struggles which may result in desirable adjustments or in ineffective adjustments that persist and later become maladjustments. These troublesome maladjustments are symptoms only; the real cause may be difficult to determine.

One of the first significant studies of children's problems was made in the East by Wickman in 1928 and later in the West by Dickson in 1932. In the

study fifty behavior problems were rated by 511 teachers and 30 mental hygienists to determine the relative seriousness of these behavior practices. The teachers were asked to rate each behavior activity according to its seriousness in managing a child in a school situation. The mental hygienists were asked to consider the probable effect of such behavior on the future well-being and adjustment of the child.

There was no agreement between the teachers and mental hygienists in the order of seriousness of the various items. The item "withdrawing, recessive personality and behavior traits" was rated as the least objectionable by all the teachers, while the clinicians considered it the most serious. The study emphasized the point that teachers rate types of aggressive behavior the most serious, while clinicians consider types of habitual withdrawing behavior most serious. In general, teachers like those children who are passive, obedient, and quiet, and dislike those who are impulsive, dynamic, and unusual. But the unsocial, sly, diffident child that is so often passed by unnoticed, needs quiet, tactful encouragement and help in making desirable social adjustments. The overly aggressive child needs a sympathetic guide who can turn natural childish activities into useful channels, and through the utilization of directed childish activity bring about a learning situation.

The school is in a strategic position to do much to promote the development of an integrated personality. Outside the school, the influences of the social agen-

\* Ellen G. White, *Education*, p. 29.

cies established by society for the better adjustment of children, touch only a few. An investigation by Warden Lawes, a few years ago, revealed the fact that less than one per cent of the men in Sing Sing prison had ever been influenced for good by any social agency outside the school. Glueck of the Harvard Law School recently studied 1,000 delinquents in Massachusetts. He found that 70 per cent of these pupils spent their leisure time questionably, and 75 per cent had never been associated with any organized recreational group. Only 32 per cent of the 14,000 juvenile delinquents in Los Angeles County Juvenile Court in three years were affiliated with a church. Once again, the need for observant and understanding teachers to guard well a child's birthright to success is vital to society.

Research studies cite several factors in a teacher's personality as necessary for those who counsel. Morgan (1937) found three indispensable qualifications. First, the teacher must have a congenial personality, based on a sincere regard for children. The test of this qualification is to observe whether children want to talk with him, and continue to want to talk with him as they become better acquainted. Second, he should have a keen zest for solving puzzles, because personal problems are often complicated and intricate. It is much easier to set a broken bone successfully than to untwist a twisted personality. Third, the counselor must himself be well adjusted and integrated; otherwise he may project his own problems into those of others, thereby multiplying difficulties. Breadth of mind, depth of spirit, and an impersonal appraisal of all personal problems are necessary for competent counseling.

In order to further the total development of a child, the teacher should watch for data concerning the child's (1) home background, (2) health background, (3) social problems, (4) special abilities,

(5) special interests, (6) emotional problems, (7) school history, (8) educational level, (9) spiritual status.

Much of the needed information may be secured from the following sources:

1. Conferences with parents, brothers and sisters, Sabbath school teacher, Junior Camp leader, school nurse, doctor.

2. Observation of children at play and work.

3. Conversation with children.

4. Records of children's report cards, health cards.

5. Autobiographies.

6. Answers to analytical questions.

Jerseld suggested the following list of analytical questions which have been used by teachers to reveal emotional tensions, agitations, disturbances, fears, and desires. They may be used in interviews or short-answer quizzes, or developed as lessons in written expression.

1. If you had a wish, and your wish would come true, what would you wish?

2. What would you do if you had a thousand dollars?

3. What do you want to be when you grow up?

4. Would you rather live in the city or country? Why?

5. Tell me what is the best thing that ever happened to you that you can remember.

6. Tell me what you would like more than anything else in the world.

7. Would you rather be a boy or a girl? Why?

8. Tell what you dislike more than anything else in the world.

9. If you could be changed and be different from what you are, what would you want to be like?

10. Tell me what you daydream about.

11. Would you rather go to school or stay at home? Why?

12. Tell me about things that scare you and make you afraid.

*Please turn to page 29*

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## Even as Thy Soul Prospereth

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IT has been said that no matter what the general physical environment of a school may be, the healthy teacher is a practical necessity for carrying out a health program. Most teachers are conscious of the fact that when they suffer from colds and other infectious diseases, they are endangering the welfare of their students. Some teachers realize that their attitudes and reactions leave a mark on the minds and personalities of their pupils, who are keen to sense irritability, despondency, and the lack of interest and force which commonly accompany poor health, but who are just as quickly made enthusiastic over the optimism, the buoyancy of spirit, and the joy of life and accomplishment so characteristic of mental and physical vigor. There are also teachers who sense the power they exert toward habit building through imitation, a responsibility that cannot be shaken off with a trivial jest or a flippant excuse. Imitation is still there, functioning in the formation of habits for many or all of those under their care.

The Ninth Year Book of the National Education Association, Department of Classroom Teachers (1938), deals with the health of teachers. This report, compiled by teachers for teachers and entitled *Fit to Teach*, passes on suggestions for health preservation that are made especially applicable to the teaching profession. One of the first things it stresses is the fact that teachers should learn to acknowledge limitations. It is only sensible to admit restricting circumstances if heredity or previous habits of life have not endowed the body with the average natural vigor. This

is not meant to discourage, but rather to challenge superior effort with the powers possessed, while balancing the judgment concerning the load of responsibility accepted. Certainly it is not an excuse for developing a complex about the health, there being no surer hindrance to recovery nor better invitation to illness than this.

Usually teachers formally recognize that they should check and correct, wholly or partially, remediable physical defects. They can scarcely encourage such a program in their schools unless they make themselves a part of such a plan. It is common knowledge, however, that many do not actually follow the only safe measure in this respect, a thorough health examination every year with attention to recommended corrections. This neglect may come from lack of information regarding the fact that an individual may be quite unconscious of, or little disturbed by, health-destroying defects until the damage is irreparable. It is not surprising to learn that statistics of life-insurance companies show that the periodic health examination pays big dividends, for many diseases do not produce recognizable symptoms until they become advanced.

The usual daily program of a health-conscious teacher will include a carefully planned diet, hygienically eaten. Many suggestions, most of them basically similar, have been given as general guides for the daily selection of meals. The following is so simple that it is easily remembered: An adult should drink a pint of milk a day, a child a quart. Two vegetables should be eaten, one raw or leafy; two fruits, one citrus or tomatoes;

two proteins, as cheese, eggs, legumes, or nuts; and whole-wheat cereals, or bread with butter or irradiated oleomargarine. Self-control and wisdom are needed in selecting the type of foods that will keep one in the normal weight range, a definite health measure. Moreover, the commonly taught health habits of washing the hands before meals and of eating regularly and slowly, are as applicable to adults as to children.

The depleting nature of a teacher's program makes evident the value of regular hours of sleep. According to experts on school health, few teachers can maintain good general fitness with less than eight hours in bed daily, and many would be much more productive if they had nine hours. Sleep habits are easily broken, but if regularly maintained will function to give refreshing rest. Among contributing factors are an easily digested evening meal, a definite time for retiring, light but warm bedcovers during the winter months, a quiet, cool bedroom, and a conscience "void of offense toward God, and toward men."

Certain measures may promote sleep. Just before retiring, one may take a slightly warm, twenty-minute bath, lying quietly in the tub with the eyes closed, and may follow this with a drink of hot milk or ovaltine if that proves effective. After getting into bed, some find helpful the further measure of conscious relaxation of different parts of the body, followed by the abandoning of voluntary thinking by allowing the mind to wander slowly, without purpose and at will, on into dreamland. Instead of this, others prefer a conversational prayer with their Lord as the curtain of sleep gathers slowly about them. An additional rest period around midday of ten minutes to half an hour is a valuable tonic. During this time there should be complete physical and mental relaxation, accompanied with sleep wherever possible. By devoting a specified time and length

of period to this every day, one soon finds the rest most refreshing.

A well-planned daily schedule cannot well neglect recreation and exercise, covering a period of at least half an hour. This should be out of doors if possible and is most helpful when actually enjoyed. Not to be overlooked in this respect is the value of brisk walking while maintaining good posture. In fact, throughout the day it is well to check mentally the body position, for posture usually reflects the physical and mental well-being. In doing this, determine whether the head is carried high with the chin in, whether the chest is held high, whether the hips are tucked, thus pushing the abdomen up and in, and whether the toes point straight forward so that the inner margins of the feet trail a straight line. Of further value is a thorough workout once or twice a week, savoring all strenuous exercise with moderation, since overexhaustion is more harmful than underactivity.

It seems unnecessary to discuss cleanliness, for aside from hygienic reasons a teacher is on constant critical exhibition. This makes doubly important cleanliness in all its phases, whether applied to dental care, clothing, regular bathing habits, or care of the hair and fingernails. Not to be forgotten is internal cleanliness of the intestinal tract. This is promoted by regular bowel habits developed at a specified time each day, preferably soon after breakfast; by sufficient water drinking, taking one or two glasses when first arising in the morning; by abdominal exercises of the twisting, bending type, obtained in play or formal calisthenics; and by a well-balanced diet, abundant in fresh fruit and other bulky foods, taken at regular intervals, with nothing between meals. Rough foods may be harmful to many constipation sufferers.

One of the most important phases of the teacher's well-being deals with the

mental health. An abstract of an excellent study on this topic is given in the May 31, 1941, *School and Society*. Physically ill teachers report off duty, but mentally ill ones may continue to teach years after their difficulties begin. Circumstances seem to function to make the lives of teachers full of fear. They worry about their students and patrons, the school inspections, the regents' examinations, and the keeping of their jobs. To help teachers check their mental integration objectively, a study was conducted in which a large number of superintendents and principals were asked to list what they had observed to be the common indications of maladjusted teachers. Among the things most frequently named were these: very little social activity, practically no sports or hobbies, feelings of inferiority or superiority in relation to fellow workers, the formal type of instruction, and frequent changes of work.

There are naturally many reasons for maladjustment over which the teachers can have no voice or control. Some of these have been listed as uncertain tenure, hypercritical or unsympathetic administrators and school boards, inadequate equipment and supplies, unattractive schoolrooms, humiliating conditions in contracts, low salaries, and work overloads. But teachers cannot afford to permit circumstances over which they have no control to warp their outlook on life. A well-integrated personality accepts the fact that "courage, hope, faith, sympathy, love, promote health and prolong life," at the same time recognizing that "grief, anxiety, discontent, remorse, guilt, distrust, all tend to break down the life forces, and to invite decay and death."<sup>1</sup>

While a valuable worker functions at top capacity, accomplishing all he can without undue nervous strain, this does not necessarily mean that he attempts the impossible. He recognizes that un-

der normal conditions the neglect of the health in order to attend more faithfully to an overload of duty is folly. "Those who make great exertions to accomplish just so much work in a given time, and continue to labor when their judgment tells them they should rest, are never gainers."<sup>2</sup>

The problem is to help teachers realize that chronic worry and fear are actually injurious to the nervous system, depressing the body functions, disturbing the bodily secretions, and actually decreasing resistance to disease. It is to get teachers to look upon social and religious life, upon recreation and hobbies, as essential parts of the day's program. In one study of teachers who had been confined to institutions for the mentally ill, it was revealed that not one of them had previously engaged in hobbies or outside activities.

The first study referred to in this article, *Fit to Teach*, devotes a whole chapter to spirituality as an attribute of the healthy personality. True Christianity is true mental hygiene. Teachers will find in the chapters of *Ministry of Healing*, by Ellen G. White, entitled, "Help in Daily Living," "In Contact With Others," and "Development and Service," basic principles relating to the building of strong mental health. Permeating every chapter is the thought of a trust in God, a power that nothing else can equal for true force of character or calm stability of purpose. Through the conflicts and perplexities always present in this world such trust reveals a firmness that is power. Life's problems become a challenge that scorns the weakness of either helpless surrender or hardened cynicism, and one learns to say with the psalmist, "It is good for me that I have been afflicted." Ps. 119:71.

<sup>1</sup> Ellen G. White, *Ministry of Healing*, p. 241.

<sup>2</sup> *Id.*, *Counsels on Health*, p. 99.

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# The Training School Library Plays a Dual Role

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*Evelyn R. Grimstad*

**B**ASIC to effective study is a knowledge of the use of the library. It is believed to be essential that even pupils in the first grade receive a general concept of its value. With these principles fundamental, the Union College Demonstration School has built up a comprehensive program of library participation throughout the eight grades.

Each grade is given a definite library period each week, ranging from fifteen minutes in the first three grades to thirty minutes in the seventh and eighth. The librarian, who is a college student, is in charge during this period, and is often assisted by a student teacher. When the children enter the library, they find on the tables many books of interest to pupils of their own age level. These books are sometimes open to pictures or other illustrations which will catch the child's eye.

In the lower grades, children are not permitted to go to the shelves for books except by permission, but must select from those already displayed for their convenience. For the intermediate and upper grades books of appealing nature are put where they will be noticed immediately, but these are only suggestive, and the pupils are allowed to browse around the library and choose books from any section they wish. Returned books are placed on a shelf designated for that purpose and are checked in at the convenience of the librarian or the student teacher.

On each library day at least one unfamiliar book is introduced by the librarian, who gives a brief preview of its interesting features. As a result many books which would otherwise be over-

looked are accepted and read. Often it is necessary to keep a "waiting list" for books introduced in this manner.

After the new book has been called to the attention of the pupils and given to one of them to take out, the children move about quietly, select other books to their liking, and have them properly charged. If the librarian is busy assisting other children in selecting books, a student teacher may do the routine work of checking out the books. During the second semester especially there are usually student teachers in the library to observe the lesson as well as to assist wherever needed.

The remainder of the library period in the lower grades is spent in recreative reading, except at the beginning of the first year, when stories are read to the children from books that have a fascination for them.

At least twice a month some library science is taught to each group. The facts stressed in the first three grades are very general, including location of picture books and easy reading books, reasons for putting books back in their exact places, and the purpose of having numbers on the backs of books. Small children are taught library etiquette—waiting their turn, thoughtfulness of others who are reading, care of books, and attentive listening. Thus character education is correlated with library training.

In the intermediate and upper grades pupils are taught a few of the common Dewey Decimal classifications: 500—Science, 600—Useful Arts, 700—Fine Arts, 800—Literature, 900—History, 910—Ge-

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# True Education as a Science

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ORDINARY education is rarely regarded as a science; yet, contrary to this common concept, "true education is a grand science."<sup>1</sup> No doubt to some individuals, even among Seventh-day Adventist educators and scientists, this statement appears to be rather loose, puzzling, and without proof.

The problem of whether or not true education may be regarded as a science may be approached from different angles, but the one used here is based on a comparison of true education and science as regards their foundation, method, spirit, and aim. The statement quoted above stands on the proof a parallelism between the two with respect to these criteria. When one sees their resemblance in this light, he is ready to accept the conclusion that true education is just as much a science as is natural science. Otherwise, it might not seem proper to call true education a science.

*The Foundation.*—As everyone knows, the foundation of science is natural law. Should the foundation be destroyed, the superstructure would immediately crash to the ground. Think what would happen to physics and chemistry if such fundamental laws as those of gravitation, conservation of energy, conservation of matter, definite proportions, or of mass action were destroyed! Certainly not much would be left of physics and chemistry as they are known today.

What about the foundation of true education? According to the divine revelation, "in the highest sense, the work of education and the work of redemption are one; for in education, as in redemption, 'other foundation can no man

lay than that is laid, which is Jesus Christ.'"<sup>2</sup>

*The Method.*—In most branches of science, experiments are an essential part. A theory stands or falls on the results of the experiment. In most cases the scientist is able to demonstrate what he believes to his own satisfaction and to the satisfaction of other observers.

Strange as it may seem, the same method is used in true education. "Higher education calls for something greater, something more divine, than the knowledge to be obtained merely from books. It means a personal, experimental knowledge of Christ."<sup>3</sup> "The highest education is that which will teach our children and youth the science of Christianity, which will give them an experimental knowledge of God's ways."<sup>4</sup>

One might ask, What is an experimental knowledge of God's ways? It is what is ordinarily called "Christian experience." This is clearly indicated by the following statements: "Rather insist upon the development of precious, Christian experience; for without this, the education of the student will be of no avail."<sup>5</sup> "Christian experience should be combined with all true education."<sup>6</sup>

The Bible is full of examples of men and women whose faith in God was strengthened through their Christian experiences. Such deliverance as that of the children of Israel from the pursuing Egyptian army at the Red Sea, that of the three Hebrew youth from the fiery furnace, that of Daniel from the lions' den, and that of Peter and Paul from the strongly guarded jails in Jerusalem and Philippi, might be called Christian experiences according to denomina-

tional usage. But just as a scientist, by performing certain experiments, deepens his conviction of the existence of certain natural laws, so these experiences of deliverance might just as appropriately be called successful Christian experiments, by which the individuals were strengthened in their belief of the existence of a true, living God, who overruled and protected His faithful servants in the days of their trouble.

*The Spirit.*—The two seem to be identical in spirit. Scientists usually like to study certain branches of science because they enjoy them, or because of their love for their fellow men, whom they seek to serve by their discoveries. On the other hand, "Love, the basis of creation and of redemption, is the basis of true education."<sup>7</sup>

One example of unselfishness—and true scientists are always unselfish—who stands out prominently is Louis Pasteur, to whom many owe their lives and physical comfort even today. On his seventieth birthday, which he celebrated with the dignitaries of the French Republic and scientists from many nations who gathered to do him honor, he addressed his students, "Young men, . . . live in the serene peace of laboratories and libraries. Say to yourselves, first of all, 'What have I done for my instructors?' and as you go on further, 'What have I done for my country?' until the time comes when you may have the happiness of thinking that you have contributed in some way to the progress and to the welfare of humanity."

As in science, so in true education, there is no place for selfishness. "Advancement in true education does not harmonize with selfishness. . . . His children are to receive that they may give again."<sup>8</sup> "In true education the selfish ambition, the greed for power, the disregard for the rights and needs of humanity, that are the curse of our world, find a counterinfluence."<sup>9</sup>

Another typical activity of the true scientist is his search for truth. Goethe once said, "The first and last thing required of genius is the love of truth." But how is this much different from the statement, "The science of true education is the truth, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds"?<sup>10</sup>

Lastly, a true scientist never keeps secret his discoveries or inventions. He always makes them known to the world, either through publication or through lecture. In the work of true education a similar spirit exists. "The youth should be educated by precept and example that they are to be agents for God, messengers of mercy, ready for every good word and work, that they are to be blessings to those who are ready to perish."<sup>11</sup> "Let all who have been drawn to Christ tell the story of His love."<sup>12</sup> Just as the scientist is to publish his experimental results, the student of true education must proclaim God's love, which he has found through his Christian experience, or experiment.

*The Aim.*—Although scientific discoveries and inventions are often misused for purposes of destruction and bloodshed, the aim of true science is to bring happiness and comfort to mankind and to make the world better. Such indeed is also the aim of true education. "Let the aim of your education be shaped by the inducements of the better world."<sup>13</sup> Of course, the "better world" referred to is a different world, a world that is not filled with misery and sorrow which are brought about through the misapplication of scientific discoveries and invention.

Thus it is shown that the foundation, the method, the spirit, and the aim of true education are parallel with those of science. The statement, "True education is a grand science," is therefore just

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## “PROVIDED IT BE FORWARD”

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**D**AVID LIVINGSTONE has been the hero of many a mission story—the inspiration of many a youth. Once when lost in the jungles of Africa, his native guides sought him for directions. Their courageous, prayerful leader is said to have replied in his inimitable manner: “Anywhere, provided it be forward.” His last trek ended in a grand finale of self-sacrifice as he knelt praying in a lonely native hut.

The place of service may determine to some extent the degree of success, but it is remarkable how equally happy and successful men can be in different parts of America, whether it be in the desert, in the office, in the mine, at the rolling mill, in the furrow, on the train, at the bedside of the sick, in the classroom, or in the pulpit. Many tower above their obstacles and master their difficulties happily. Others have their lot cast in apparently pleasant places and yet are unhappy or unsuccessful.

The speed of movement may affect some. A slow, deliberate pace may drive some to distraction and frustration. A rapid pace may completely confuse others. The rate of speed required depends upon the task and its urgency. For many it will be as it was of old—the king’s business requires haste. To make proper progress, it is necessary for them to lay aside every weight that hinders, or is a handicap, and to run with patience the race that is set before them.

But the direction—that is important! Of course, without motion, direction is impossible. Only the moving ship can be guided from the helm, but once in motion all other qualities and activities become subordinate to that. The destination which determines the direction

should color, as it can so deeply, every day’s progress. Thoughts of the goal affect the quality of effort put forth to attain it and give sustaining strength.

Even slow progress is encouraging. It is accepted as a sign of life, of vitality, of correct attitudes, of wise choices, and of maturing plans. The speed may be greatly reduced by the difficulty of the terrain or the weight of the load. To be conscious of even edging along in the right direction helps to make the going easier and the load lighter.

As valuable and essential as color and freshness are, they should not be mistaken for vitally new ideas. Turning the coin over may relieve the monotony of seeing an old familiar figure, but it does not change its value. The new outlook may stimulate creative thought and bring the desired result, but painting the fore-castle another color cannot assure arriving at the chosen harbor. A daily subordination of every barrel of oil burning under the boilers and of every other factor of progress and success to the grand objective of the course, can bring satisfying results.

In the cause of Christian education there is ample room for the particular teacher and child with all their individual differences. Methods, textbooks, classrooms, equipment, theories, and practices should be the best, but some of the best are not identical with others of the best. In either case there must be room for the steady, daily growth of the child in the fundamentals of Christian character and in preparation for larger service. Let the instruction be as rich and varied and the individual as free and vigorous as possible, and let the general direction be forward.

## NEVER REST SATISFIED

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"Never rest satisfied with a low standard."—*Counsels to Teachers*, 218.

"It is the work of the youth to make advancement day by day."—*Youth's Instructor*, Jan. 5, 1893.

"We are saved by climbing round after round, mounting step after step, to the height of Christ's ideal for us."—*Acts of the Apostles*, 530.

"With the power and light that God imparts, you can comprehend more and accomplish more than you ever before deemed possible."—*Ministry of Healing*, 514, 515.

"Men are needed who, when they encounter difficulties, will move steadily on, saying, We will not fail or become discouraged."—*Review and Herald*, April 28, 1904.

"By taking one step after another, the highest ascent may be climbed, and the summit of the mount may be reached at last."—*Youth's Instructor*, Jan. 5, 1893.

"We are to follow where God's providence opens the way; and as we advance, we shall find that Heaven has moved before us, enlarging the field for labor far beyond the proportion of our means and ability to supply."—*Fundamentals of Christian Education*, 209.

"The principles of heaven should be made paramount in the life, and every advance step taken in the acquirement of knowledge or in the culture of the intellect should be a step toward the assimilation of the human to the divine."—*Fundamentals of Christian Education*, 544.

"The love of the Saviour was the undying motive that upheld him [Paul] in his conflicts with self, and in his struggles against evil, as in the service of Christ he pressed forward against the unfriendliness of the world and the opposition of his enemies."—*Acts of the Apostles*, 507.

"I have been shown that in our educational work we are not to follow the methods that have been adopted in our older established schools. There is among us too much clinging to old customs, and because of this we are far behind where we should be in the development of the third angel's message."—*Counsels to Teachers*, 533.

"If you begin to go in a wrong direction, every step will be fraught with peril and disaster, and you will go on straying from the path of truth, safety, and success."—*Review and Herald*, June 16, 1891.

"If a youth has to begin at the lowest round of the ladder, he should not be discouraged, but be determined to climb round after round."—*Fundamentals of Christian Education*, 213.

"The Christian life is a battle and a march. In this warfare there is no release; the effort must be continuous and persevering."—*Ministry of Healing*, 453.

"Those who profess to serve God, and yet make no advancement in knowledge and piety, are Christians only in name."—*Signs of the Times*, Dec. 1, 1881.

"So long as life shall last, there will be no stopping place, no point which we can reach and say, I have fully attained."—*Acts of the Apostles*, 560, 561.

"It is right for the youth to feel that they must reach the highest development of their mental powers."—*Ministry of Healing*, 449.

"The only way to remain steadfast is to progress daily in divine life."—*Youth's Instructor*, Sept. 1, 1886.

"No one will be borne upward without stern, persevering effort in his own behalf."—*Ministry of Healing*, 453.

"Make no backward movements; but let your watchword be 'Advance.'"—*Testimonies*, VI, 157.

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## A Triunion Curriculum

SEPTEMBER of this school year saw two hundred and fifty church school teachers in thirteen different States planning the new year's work with the aid of a 300-page, mimeographed, loose-leaf course of study that had just been released. Some of the teachers found it peculiarly interesting to use the book as their guide, for eighty of them had had a part in preparing it. The thirteen States in which they were teaching comprised three union conferences, namely, the Southwestern, the Central, and the Northern. The Southwestern Union had been without a course of study for over a year, and the other two unions were using one that had been published by a division of the old Central Union before they were organized and which was practically out of print.

These three union conferences, finding themselves in need of a new course of study, had decided early in 1942 to work together to produce one, pooling expenses and sharing in the provision of personnel for a Curriculum Commission, whose duty it would be to construct the various courses. By the end of August the work had been done, and the new book was ready for circulation, while members of the Commission figuratively held their breath, wondering how it would be received in the field.

I have attended six teachers' institutes—one union and five State groups—since the new course of study came into being. Everywhere it was apparent that it was considered a success. Teachers volunteered the information that they were pleased with it and were finding it helpful. Superintendents gave unstinted praise. There were few criticisms—at least few that were voiced—although naturally, some did say that they would like to see certain parts changed, modified, or enlarged when the time came to revise it. There were questions, too, but mainly by sincere seekers after help in interpreting the courses and adapting their requirements to particular learning situations. Having noted all this

with relief, I felt justified and safe in writing to tell others about the curriculum experiment.

When the educational leaders of the conferences concerned became convinced that something must be done to provide an up-to-date teachers' guide, they began to discuss the matter when they met informally. Later more specific suggestions began to be made in correspondence between the three union educational secretaries. They finally had the problem placed on the agendas of their respective education boards, whose recommendations were received favorably by the union committees. This plan resulted in the setting aside of money for the project. Then, with the secretaries able to speak with authority, a joint committee convened at the office of the Central Union Conference with G. R. Fattic as chairman. Other members of the committee were the educational secretaries of the other two unions and the superintendents of the local conferences; also the dean and the director of elementary education of Union College. J. E. Weaver, of the General Conference Department of Education, was present at the first meeting of the committee.

The director of elementary teacher-training of Union College was appointed chairman of the Curriculum Commission which the above-mentioned committee formed at its first meeting. Each union was asked to select its own full-time representative, or enough part-time workers to be equivalent, to work for twelve weeks during the summer. Union College also financed a full-time worker. When all appointments had been made, the Commission was composed of ten educators, who gave in the aggregate fifty weeks of service. Their names, positions, and places of employment were as follows: E. M. Cadwallader, director of elementary education, and four supervisors of Union College, namely, George P. Stone, Helen M. Hyatt, Frances Stoddard, and Maurine Peterson; Winnie W. Turner, director of elementary educa-

tion of Southwestern Junior College, and two supervisors from there, namely, Flora Moyers and Mary Woodward; and two experienced teachers from the Northern Union, namely, Helen Mae Smith and Ruth E. Burgeson.

The time set for working was the summer of 1942, and the place, Union College. It so happened that this coincided with a change in plans for financing attendance of church school teachers at summer school which, it was thought, would greatly increase the enrollment. With this in mind Dean Howell proposed that these teachers have a part in drafting the new course of study, and eventually the following plan evolved.

A new course on the sophomore-junior level was offered, entitled "The Elementary School Curriculum," which was described in the college bulletin as follows: "Essential steps and problems in formulating the elementary-school curriculum; objectives, content, organization, time analysis, psychology, and philosophy of life, religion, and education as bases of curriculum determination. Laboratory work consisting of analysis of typical state and denominational courses of study, evaluation of textbooks, and participation in the preparation of a course of study."

There were some who opposed such a course for undergraduates, maintaining that curriculum construction is the work of experts with high degrees, but it was pointed out that such individuals were likely to be too far removed from the teachers' problems to make a workable course, however excellent might be their educational theories. It was felt that curriculum making must be a co-operative undertaking involving both the ordinary teachers and those who were further advanced in educational science. It was finally demonstrated that most recent courses of study had been developed with teachers co-operating, and so the faculty, with some misgivings, agreed to establish the new course. Future results were to justify this decision. Many of those who took the course last summer said it was the most profitable course in education they had ever had. Even some of the freshmen who

had to take the course without credit said that they felt they had benefited enough to repay them.

All who were assisted with summer-school expenses by a conference were required to enroll in the curriculum course, for it was understood that this class would be working on the course of study, and this work would constitute service in exchange for conference financial aid. This accounted for freshmen's being in the class as auditors, and a few seniors too. It also made the class large, the enrollment reaching seventy-three.

During the summer the students in the curriculum class met daily for three hours. One hour of this time was reserved for lectures, when principles involved in the modern curriculum were studied. Another hour was spent in laboratory or committee work, and a third on personal research problems, in the study of the books and materials in the curriculum laboratory-library. Three semester hours' credit was allowed for the twelve weeks' attendance.

The curriculum-laboratory-library has become a permanent institution at Union College as an adjunct to the training of elementary teachers, but it was established at the beginning of the summer for use of the curriculum class and the Course of Study Commission because both would need books and materials to work with as well as a place to meet, study, write, and do the mechanical work of producing a mimeographed book.

Since the contents of the curriculum library cannot be described in detail, it must suffice to mention the general categories of materials, namely, up-to-date textbooks on all elementary school subjects, textbook-workbooks, workbooks, professional books on curriculum and method, courses of study from various States and conferences, school laws of the thirteen States of Union College territory, samples of school magazines and journals, free materials, advertising materials, correspondence courses, M. V. materials, charts, standardized tests and scales, and various odds and ends that it was thought might prove useful. There are about five hundred textbooks in the library, in addition to other materials.

These were well used by the class during the summer.

We were fortunate to have placed at our disposal the whole of the public portion of the ground floor of the air-conditioned library. The reserve room, which could accommodate about forty students, was used for study, daily sectional committee meetings, and the curriculum library. One seminar room became the office of the chairman of the Commission as well as the workroom for typing, mimeographing, and editing. The other seminar room was used by subcommittees of teachers (curriculum students). The faculty reading room, with its comfortable lounge chairs and tables, made a very attractive place for the daily meetings of the Commission.

For the laboratory-committee hour the class was divided into three committees corresponding to three sections of an elementary school, namely, primary, intermediate, and upper, or grammar, grades. Over each committee two members of the Course of Study Commission were placed as cochairmen. Each of these committees was divided into subcommittees with teachers (summer school students) as chairmen.

The course of study for each subject evolved in this manner: The Commission discussed the subject, agreed on certain plans, policies, and content, and then the committees began work. The course was worked out on the three grade levels by the respective committees. The cochairmen planned the work of the committees roughly, leaving as much opportunity as practicable for democratic procedure within the committee itself. When each of the three committees had written up its section of a course for some particular subject, the three sections were collated by a member of the commission and duplicated by the full-time stenographer.

At the daily meetings of the Commission these first drafts were read, discussed, and altered until a unanimous vote could be secured for adoption. Sometimes the discussion resulted in quite drastic changes, and in one instance at least, the course for a certain grade level had to be completely rewritten to make it harmonize with the course as a whole.

The first draft was then passed on, with the Commission's suggestions and criticisms, to an editor, one of the Commission members, who prepared the second draft, which was typed and passed around for the individual comments of the members. The second draft was then edited finally by the chairman and a third draft prepared for the typist who was making the stencils.

The organization was similar in effect to an assembly line in a factory, in that the various subject courses were in all stages of fabrication at one time. The efficiency of a modern factory was not achieved, however, owing to the fact that the whole plan was an experiment without a precedent as far as was known, a condition which made it necessary to begin with a plan which it was hoped would work, to learn by trial and error, and to improve procedure as experience was gained.

There were three exceptions to the above procedure. The courses for social studies, recreation, and science were each handled differently, as described below.

Three members of the Commission, who were working only part time on the course of study, since they were doing graduate study at the university near by, were encouraged to elect as one of their courses a curriculum workshop project and to unite their efforts to produce a social studies course for grades one to eight inclusive. This arrangement opened up to the Commission the facilities of the university and made available the counsel of several experts in curriculum construction. It was fortunate that this plan could be followed, inasmuch as the social studies course was something new for the church schools of the area and needed special care in its formulation.

Another member of the Commission, because of the nature of his responsibilities, could not take part in making the first draft of any of the courses produced in the regular way as outlined above; so he volunteered to draft the science course. After discussing fundamental concepts with the Commission, he went to work, but was unable to finish the job until after the Commission had disbanded.

Although the teachers enrolled in the

curriculum class took part in developing the courses for nearly all the subjects, there is one course that is peculiarly their own contribution, namely, recreation. Principles and practices concerned with recreation, play, and character education were covered in the class lectures. Then the three sectional committees organized themselves by electing a chairman and secretary and later breaking up into study and discussion groups. After the sections had worked on the problem for two or three hours, the chairmen and secretaries met with a member of the Commission, forming a committee of seven who wrote the first complete draft of the recreation course.

Twice during the summer the union educational secretaries and conference superintendents met at Union College, inviting the Commission to sit with them. Plans and policies were discussed, business matters were attended to, and the wishes of the field respecting the content of the course of study were made known to the Commission members. At the last meeting the job was far enough along so that the committee could with confidence set a tentative seal of approval on the course of study as a whole.

When plans were originally made it was thought that one full-time stenographer would suffice, but it soon became apparent that two would have been better. Considerable time was consumed in caring for the curriculum library, of which someone had to take charge. Correspondence with conference workers and with publishing companies was occasionally necessary. Records had to be kept. Blank forms for evaluating textbooks had to be duplicated. Two or three drafts of each course had to be typed, and finally, stencils had to be cut and run. As it became apparent that one stenographer could not do all the work, three teachers who were enrolled in the course were employed an hour a day each. The stenographer herself began to work overtime, and finally a second stenographer was hired to cut the three-hundred-odd stencils.

There are in this course of study a few departures from the conventional curricu-

lum, and where it seemed logical, scientific, or expedient, there was no hesitation to break with tradition. Some of the more important examples of this viewpoint are as follows: Arithmetic has been drastically simplified, no formal work being required until grade three; and a more functional type of content is stressed in the upper grades. Social studies as a fusion course has been provided for all grades, although history and geography are distinct subjects in the seventh and eighth grades. Instruction in civics is included in the history course. A natural-science course has been designed, which includes several hitherto separate subjects, namely, health, physiology, nature study, and elementary science. Character education has been stressed and made tangible through objectives and suggestions in connection with practically every subject. Manuscript writing has been adopted for grades one and two with a transition in the latter grade to cursive writing. Recreation has been placed on a level with other school subjects and the teacher is asked to make recess and noon as much periods of learning as any other part of the daily schedule.

In summing up and evaluating the experiment, it may be said that an experience curriculum was produced which reflects in the aggregate several hundred years' training and teaching experience. Most of the innovations had been tried by someone, which fact gave the confidence necessary to incorporate the ideas and plans within the course of study. The teachers who worked on the project made obvious professional growth and were conscious of it. Members of the Commission gained valuable experience, for although the technique had faults and time was occasionally wasted, all should be able to capitalize on their experience in the future for better organized and more efficient work. One valuable outcome was a better understanding of the "experience unit," resulting from participation in what was in effect a model unit with many activities.

E. M. CADWALLADER,  
*Director of Elementary Education,  
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## An Experiment in English

IN the summer of 1942, when an educational convention for secondary teachers of the Pacific Union was announced, interest mounted among the English teachers, who have for some time, in their rare opportunities for shoptalk, discussed their desire for a revision of the American literature requirements for the ninth and tenth grades. Each English teacher was requested to send in suggestive agenda items for the group meetings, and the replies indicated that the syllabus requirements for the literature of English I and English II were of major interest.

The group meetings were devoted almost entirely to this problem. The consensus was that this work was in line for a bit of modernizing, that the group should have some freedom to experiment with the American literature, that the selections required by the present syllabus should be used as far as possible, that there should be less poetry and more prose, with an emphasis upon the American scene and the American democratic way of life as contrasted with that in lands where freedom has ceased to be, and that a new organization and approach would make the literature work much more attractive.

As the *English Teacher's Note-Book* puts it, "Through literature that young folks like to read—literature that does not preach—boys and girls may see lively, moving illustrations of democracy in action and realize as they never have before what democracy means to them personally. Through literature, youth can be shown that democracy is no vague, abstract term. It begins at home in everyday relationships with family and friends, and it has a great deal to do with the individual's personal happiness."

A committee appointed to work out suggestions presented the following arrangement for the selections which are now required for the tenth grade:

- I. Americanism
  - A. New England

Here emphasis might be placed on the Colonial period.

- B. The South
  - Civil War period
- C. The West
  - Indian life, the westward movement, pioneers, the Far West
  - (It was felt that this arrangement would give opportunity for a chronological study if the teacher felt inclined to follow that plan.)

### II. Character Building

- A. Portraits (biography)
- B. Ideals
  - Glorification of work, friendship
- C. Reflections on life

### III. Nature

- A. Specifically mentioned plant life treated in the selections—fringed gentian, etc.
- B. The countryside

One will notice that such an arrangement would give a new approach and many opportunities for enrichment. A great many excellent things have been written which would give vivid pictures of the main sections of our country, their settlement, and their development. The same is true for the section on character building. Literature about recent events and wholesome attitudes toward life in our present world can be found in abundance.

A similar arrangement was made for the ninth-grade selections, using the following headings:

### I. Americanism

- A. Patriotism and citizenship
- B. American traditions
- C. The home

### II. Character Building

- A. The valiant
- B. Reflections on life

### III. The Out-of-Doors

The group was convinced that the best work would not be accomplished by dis-

carding all previously used selections or by throwing overboard all earlier plans. The desire was to experiment cautiously, to build upon and improve what is already available.

This suggestive reorganization on the theme idea having been made, the group requested that several of their number be allowed to experiment during the current year. The convention felt that the request was reasonable and voted to pass it to the union educational board, which delegated six teachers to work on the project. These teachers are keeping records of their variations in the use of the proposed arrangement, of all materials added to or subtracted from the list, of class reactions to the materials, and of all other items that will be helpful in laying further plans. The teachers are enthusiastic about the work and are eager for ideas. Suggestions from fellow teachers will be most welcome.

No report of procedures used can be made at this time. The group co-ordinator found that several of the teachers do not begin the literature work until the second semester. As it is still early in the semester, no reports are available.

The next step in this interesting experiment will be an English workshop next

summer. The teachers are looking forward with keen anticipation to this opportunity to discuss the various plans followed this year. Perhaps from the several independent experiments they will be able to arrive at one master plan which may be the basis for specific suggestions for syllabus revision.

All English teachers want to use literature which will appeal to the boys and girls, which is up-to-date and thoroughly attractive, and which is basically good in form and content. They want to use literature which has sound character-building qualities and which will focus attention upon the beauties and advantages of America and its way of life. They want to endear to the students the history and heroes of America. It is hoped that the work being done in the Pacific Union will bring to light material and plans especially adapted to these ends.

The books of special interest to this group of English teachers are the Realm of Reading series, published by the American Book Company. Their titles are: *Doorways, Trails, Highways, Heritage, The American Scene, and The English Scene.*

ALICE C. BABCOCK,  
*Instructor in English.*

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## Beautifying School Grounds

**A**BOUT one third of a child's waking hours, between the ages of six and twenty, are spent in school; and the hours of each day that the child spends in school are those of greatest mental and physical alertness. His success in his studies and the ideals that he develops are definitely influenced by his surroundings. If he lives in a school where all the children are polite, he will carry the attitude of courtesy to his home, where it may not be too evident. The teacher who insists on a well-kept desk and an orderly schoolroom is planting the seed that will grow into habits of good organization. The cultivation of an appreciation for the beautiful in art, music, literature, schoolroom decoration, and school-ground care has a carry-over value to the child that is of inestimable value.

Beautifying the grounds about a building is usually known as landscape gardening. This is spoken of as the art of improving the land for human use and enjoyment in such a way as to combine the maximum of usefulness with the maximum of beauty.

The object of the work is to develop a picture. The lawn is the canvas and the sky is the background. The school building or buildings will be the center of the picture and therefore should be as attractive as possible by being well designed, painted, and well located on the site. Trees are used to help make the background by framing the buildings and yard, as well as to provide shade. Shrubs are used about the buildings to bring them into harmony with their surroundings and about the yard to help make a frame for the picture, as well as screen out the unsightly areas. When in bloom, together with the flowers, they provide the high lights, the ever-changing beauty spots which hold the interest throughout the year.

Most school grounds are too small. All the children in a school are not interested

in the same activity, nor could they play together if they were, because of the difference in ages. There should be a space for the small children, with swings and other playground equipment and room for simple games. This should usually be on the opposite side of the building from the playground for the older children.

The first step in landscaping a school is to lay out the grounds so that practical requirements are met in every way. The arrangement should be orderly, and frequently land needs to be added if at all possible, to make the plan satisfactory. In laying out grounds and deciding where things should be planted, it is helpful to secure the services of some local man who understands landscape layout work. Most nursery-stock dealers have some ability in landscaping and are sufficiently public-spirited to be glad to help, even though they are told, to begin with, that one is not in a position to buy anything from them. Sometimes a nurseryman will be glad to contribute something to a school-beautification project. Frequently he has stock that he could not market but which would do for a project of this kind. He is also well acquainted with all the native shrubbery and trees, and can give counsel regarding how to collect and handle these trees and shrubs to the best advantage.

If the ground is rough, it should be graded so that it is fairly smooth. In grading, one must always bear in mind that if the land is to have a good lawn, the topsoil must be removed first; then after the grading is done, this should be replaced. If the land does not need grading in order to improve the topography, a few loads of good rich soil can be applied to the irregular places to smooth up the grounds. A good lawn or playground should be fairly level, so that a lawn mower can operate satisfactorily, and the land should be rich enough to bear a heavy crop of lawn grass. The thicker the lawn grass, the fewer weeds there will be and the less damage it will

show from use. There may also be parts of the playground that may preferably be left bare.

After the land has been graded and properly laid out, attention should be given to plantings. Except in the case of boarding schools, these should be quite simple. It may be necessary to have a fence along the boundaries. If there must be a fence, it should be well built of heavy-woven wire. Landscape men use the saying, "Fences should be boy-high, boy-strong, and boy-tight." These fences should have enough attention to be kept in first-class repair.

There is a real danger of overplanting school grounds. Usually there should be one good shade tree, such as a maple, oak, or elm, placed about twenty feet to the south of the schoolhouse, and another similar tree the same distance to the southwest. The shadows of these trees falling on the building will do more than any other one thing to relieve the appearance of forlorn nakedness so depressing in the average schoolhouse. Wherever conditions permit, much can be gained by having a narrow border of shrubbery, three to six feet wide, along the house foundations.

On Arbor Day it is customary to spend the day, or part of the day, improving and beautifying the school grounds. Teachers used to say, "The girls will speak pieces and the boys will plant trees," but now they try to get them all interested in both. Inasmuch as the average schoolyard has room for only three or four trees, one may supplement them by planting shrubs along boundaries of the lot and around the foundation of the building. The trees and shrubs should be selected from the many very fine native species collected from the

fields and woods by the students. The transplanting of these direct to the grounds may not be too successful, as the root system has probably never been disturbed before and is long and sprawling, with few fibrous roots. It would be well to have a small garden nursery where the trees and shrubs could be grown for a year and then transplanted to the permanent location. In a year they will develop a compact root system that is well enough restricted to stand transplanting much better.

Another planting activity that should be a part of church school education is a small school garden. Every school should have some sort of garden. Just what use will be made of it depends largely on the teacher. Even the poorest teacher can do something with it, while in the hands of a really good manager the school garden can become the most useful feature of the school equipment. The school garden should lie next to the playgrounds and should form an attractive feature in the general effect.

The most important part of beautifying school grounds is the maintenance of them. The grounds must be kept clean and in good order at all times. There is little use to beautify grounds unless this is done. It requires much larger moral qualities to pursue the daily drudgery of maintenance and to keep everything looking spick-and-span than it does to promote and carry out an improvement project. Children are glad to help in this work, and their lives in turn are influenced in right attitudes by this activity.

L. N. HOLM,  
*Business Manager,*  
*Emmanuel Missionary College.*

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## A Few Personal Notes

**B**Y invitation not long ago I was facing a group of Seventh-day Adventist teachers of science and mathematics for a few minutes of their precious time in a council. I made bold to say, without flattery, that I regarded that gathering as without a peer anywhere else during the summer vacation. My reasons for saying so were few and to the point.

You are centering your Christianity on science. You are seeking to find God as revealed in science, not seeking to find through science a fetish for your profession. You study and teach science as a help to the interpretation of your Christianity and that of your students, not to find some new way to account for the heavens and the earth and the phenomena in both as we observe them today.

The most astounding and impenetrable fact of science is, "He spake, and it was." Without full acceptance of this marvelous word, you can neither understand nor teach true science. You cannot study the handiwork of God safely and successfully without the guidance of the infallible word of wisdom and power. The word and works of God are inseparable, and His ways are inherent in both. Science is a third person of the great trinity of W's in Christian education. God's ways are past finding out without the aid of His word and His works. The concrete sciences have a place of fundamental value and of high honor in the Christian curriculum.

Mathematics is an abstract, or pure, science, but intensely practical in its application to the concrete sciences and other realistic problems. Nothing looms larger in gaining some comprehension of the universe than the science of numbers. Nothing comes closer to our daily converse in practical living. Yet the science of mathematics is so subtle and tenuous that it is cognate to faith, for faith is not tangible or palpable to our physical senses, but nevertheless is the very key to our Chris-

tian experience. Faith is so subtle that James says it is dead without works; yet it is the most powerful of all incentives to good works. In the spiritual world, faith is the counterpart of mathematics in the natural. As works without faith will not win salvation, neither can science without mathematics win its way in true education.

When I was a student in Battle Creek College fifty years ago, two incidents made an impression on my mind that has lasted to this day—one in my trigonometry study, when I could go out on the college campus and measure the height of our chimney stack with a triangle; the other in general geometry, when our Professor Haughey of revered memory took us occasionally on an excursion through the universe by means of tangents, sines, cosines, and logarithms.

But entirely in the same category in my science study was the ability of Professor Kelley to pick up a pebble or pluck a bud on his way across the campus to his classroom and give us an extemporaneous lecture on the wonders wrapped up in those trifles that until then had never attracted our attention at all, but which, seen through his eyes, deeply impressed us with the marvels of God's handiwork all about us. When he assigned me a talk to the class on pendulums, it so enlarged my view that I closed my talk by saying, "It seems to me that I can see pendulums everywhere."

These school incidents only show how great an impression an efficient teacher can make on the plastic young minds under his tutelage. The least turn in the teaching of mathematics or science toward the living God may be lasting in its effect upon the personal life of the student.

The Bible is not a formal book of science, nor are the writings of the Spirit of prophecy, but they both constitute a brilliant lamp to light our way to God and everlasting life.

W. E. HOWELL.

## NEWS from the SCHOOLS

PACIFIC UNION COLLEGE began the new semester with the addition of 49 students, bringing the year's enrollment to 604.

EIGHTEEN BOYS from Campion Academy took advantage of the Medical Cadet Corps training given at Union College January 5-26.

WAR SAVINGS STAMPS AND BONDS amounting to \$112 were sold February 24 in the fourth victory project sponsored by the students of Atlantic Union College. Other activities include blood donations and airplane spotting.

THE LA SIERRA COLLEGE BOARD at its annual session authorized a new building for the campus. This one will house the shower rooms for an extensive physical education program being organized by Harold Chilton.

EMMANUEL MISSIONARY COLLEGE was host on February 3 to the Berrien County Teachers' Institute, attended by about five hundred. A musical program, exhibits of interest to the various sections, and a Medical Cadet Corps demonstration were provided by the college.

A NEW SECONDARY SCHOOL opened in Kingston, Jamaica, on January 18. A. J. Raitt, who has served in the school at Stanborough, England, is to be the headmaster. Until his arrival the position is being filled by Vernon E. Berry, educational secretary of the Antillian Union.

THE REDWOOD EMPIRE ACADEMY, located not far from Santa Rosa, California, lost its entire plant by fire on January 21. The local city authorities at once offered housing facilities for the school group. Joseph E. Phillips, the principal, and his teachers are carrying on courageously until plans for the future are completed.

BUILDING PROJECTS have been popular among the schools in recent years. Among those nearing completion are the administration and classroom building at Emmanuel Missionary College and the new library at Walla Walla College. Enterprise Academy has just completed a new and unusually attractive recreation hall.

EDWARD H. RISLEY, dean of the College of Medical Evangelists, died suddenly February 7, after a cerebral hemorrhage. Dean Risley had been with the medical school continuously since 1913. The educational and medical work of the church has suffered a great loss in the passing of this leader.

UNION COLLEGE reports 379 students registered for the second semester, a number identical to that of the second semester last year. Because so many of the young men have gone to the Army, the second semester enrollment has dropped from that of the first semester, which was 442 students.

ACCELERATED VOCATIONAL COURSES in secretarial training, biology, machine shop for men and women, and advanced first aid combined with Medical Cadet Corps work, are being offered at Walla Walla College. Unusual results from these purposeful courses are reported.

AT EMMANUEL MISSIONARY COLLEGE are forty-three students, 7 per cent of the entire group, who were colporteurs last summer. Forty-five scholarships for summertime industry make school easier and more profitable for those who earned them.

K. A. WRIGHT has been elected president of Southern Junior College. He succeeds D. E. Rebok, who will assume new duties as associate secretary of the General Conference Missionary Volunteer Department.

EDUCATIONAL SUPERINTENDENTS and secretaries from the entire United States met at Boulder, Colorado, March 2-11, in a joint council of the educational and Missionary Volunteer departments.

PLAINFIELD ACADEMY students and teachers solicited over \$500 in ten days last December to help toward the purchase price of their new building.

AT SOUTHWESTERN JUNIOR COLLEGE 41 young men have completed their work as members of the second Medical Cadet Corps at the school.

COLUMBIA ACADEMY reports several new students for the second semester, bringing the enrollment to 97.

M. D. HOWARD, treasurer of Southern Junior College for two years, left the school the second semester to accept pastoral work in Indiana.

MISS BERDYCE METHERRALL is joining the Lodi Academy faculty at the beginning of the second semester to teach pipe organ and assist in the piano department.

A. R. MONTEITH, for several years principal of the preparatory school at Pacific Union College, will resume graduate work at the University of California in Los Angeles.

W. T. CRANDALL, dean of men at La Sierra College, recently distributed to students under his guidance awards for exceptional records of attendance at all religious exercises of the school.

EDUCATIONAL SUPERINTENDENTS, college presidents and teachers of education, and conference presidents, all of the Pacific Union, met in February for a study of curriculum items of special interest to ministerial and education students.

VERNON S. DUNN, superintendent of the Union College laundry, has accepted a position as an accountant in the Pacific Union College business office. Mrs. Dunn will head the home economics department of the California school.

THE WHITE MEMORIAL CHURCH, so closely connected with the clinical division of the College of Medical Evangelists at Los Angeles, reports an active missionary program and a gain of 28 per cent in tithe and 11 per cent in mission offerings for 1942.

ACCELERATION is a significant word among academy students today. For numerous reasons, some young men want to finish their secondary schoolwork early and get into college for a year at least before going into active military service. Colleges are arranging to receive senior students with good grades who may lack a subject or two, and permit them to carry preprofessional courses and others that would fit them for their early responsibilities. Academies are permitting better students to carry extra or summer work in order to finish early.

THE CHESAPEAKE CONFERENCE held an elementary teachers' institute at Catonsville, Maryland, January 4-6. Assistance was given by J. E. Weaver of the General Conference, J. P. Neff and C. P. Sorensen of the Columbia Union Conference, Mrs. Vera E. Morrison and Miss Lorena Wilcox of Washington Missionary College, and others who gave special instruction.

MISS BERNA SAVIO SUTTON, librarian at Pacific Union College, is taking a leave of absence for the completion of her work on the Bachelor of Library Science degree at the University of California. Charles D. Utt, assistant professor of English, is in charge of the library during Miss Sutton's absence.

A RECREATIONAL HALL for Union College was recently dedicated with appropriate music and speeches from those who have had connections with the project. The main auditorium is 122 by 90 feet and provides a place of recreation and social activity for the college family and the community.

LA SIERRA COLLEGE theology students, directed by Paul Heubach, professor of evangelism, launched an evangelistic effort in Tri-City March 14. A streamlined tabernacle was erected by the students. Meetings are held on Sunday and Friday evenings.

ATLANTIC UNION COLLEGE has a captain of the United States Army Reserve Corps, E. E. Brubaker, as director of the Medical Cadet Corps and physical education. Twenty-nine students are studying the elements of medical administration in a course designed to prepare them for better opportunities in the Army.

R. S. WATTS has been released from Lodi Academy, in response to a General Conference request, for radio work in New York City. R. F. Cottrell of Pacific Union College will carry the Bible instruction at Lodi Academy.

MARY COLBY-MONTEITH has resigned her work as head of the prenurses' training at Pacific Union College in order to accept the work of director of nurses' training at the White Memorial Hospital.

## BOOK REVIEWS

PHYSICS FOR SECONDARY SCHOOLS. By Oscar Milton Stewart and B. L. Cushing. 760 pp. New York: Ginn and Company. 1941. \$1.80.

A recent revision of this book, while it retains the general form of a standard physics text, has several features that make it worthy of special consideration.

The form of presentation, with attractive illustrations and up-to-the-minute applications, is such as to arouse student interest. Each of the six units is preceded by a discussion which relates the unit to the general field. At the beginning of each chapter is a list of thought-provoking questions that help the student to apply the basic principles which are presented to everyday experiences.

There is an abundance of diagrammatic illustrations which make clear many of the more difficult processes and applications. Essential rules and definitions are emphasized with double spacing and italics, while important words and new scientific terms within the body of the paragraph are also italicized. In the summary at the end of each chapter, key words stand out in bold-face type. There is a greater variety of exercises and problems than in the average text, which helps to make the course more adaptable to different levels of student activity.

From the standpoint of simple, interesting, yet complete presentation, with special attention given to easily recognized applications and fresh, up-to-date material, this book has much to offer.

H. BRUCE WILCOX,  
*Instructor in Science and Mathematics,  
Lodi Academy.*

YOUR HOME AND YOU. By Carlotta C. Greer. 750 pp. New York: Allyn and Bacon. 1942. \$1.92.

This is a well-illustrated, up-to-date text for home economics classes. The course is introduced by a unit on good grooming. This is followed by Simple Nutrition, Meal Planning and Preparation, Food Preservation, Care of Sick, Child Development,

Manners and Self-Development, Budgeting, Consumer Buying, Clothing Selection and Construction, Home Furnishings, Home Laundering, Family Recreation, and Entertaining.

The book is easily adapted to meet the needs of individual groups and to available equipment. It is especially well written for the use of ninth and tenth grade students. The section on consumer buying ranks with the best in other texts.

HARRIETTE B. HANSON,  
*Assistant Professor of Home Economics,  
Washington Missionary College.*

## Education as Science

*Continued from page 15*

tified. It matters not whether scientific expressions or terminology is used in conducting the work of true education, but it must be treated as a science in reality and in spirit if it is ever to reach its objectives.

<sup>1</sup> Ellen G. White, *Fundamentals of Christian Education*, p. 328.

<sup>2</sup> *Id.*, *Education*, p. 30.

<sup>3</sup> *Id.*, *Counsels to Teachers*, pp. 11, 12.

<sup>4</sup> *Id.*, p. 46.

<sup>5</sup> *Id.*, *Fundamentals of Christian Education*, p. 357.

<sup>6</sup> *Id.*, *Testimonies for the Church*, Vol. VI, p. 154.

<sup>7</sup> *Id.*, *Education*, p. 16.

<sup>8</sup> *Id.*, *Counsels to Teachers*, p. 18.

<sup>9</sup> *Id.*, *Education*, pp. 225, 226.

<sup>10</sup> *Id.*, *Fundamentals of Christian Education*, p. 542.

<sup>11</sup> *Id.*, p. 231.

<sup>12</sup> *Id.*, *Testimonies for the Church*, Vol. VI, p. 66.

<sup>13</sup> *Id.*, *Fundamentals of Christian Education*, p. 235.

## Child Guidance

*Continued from page 9*

It's a challenge to help build a life, and when the teacher realizes that the foundation laid during the elementary school experience is not for time alone, but for eternity, the challenge becomes even greater.

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### **Training School Library**

*Continued from page 13*

ography, etc. They are given practice in finding reference materials and using them in connection with assignments made by their supervisors in regular class periods. Games are sometimes played, such as finding a number of references on a stated subject in a given time. Book reviews may be given orally, or at times they may be written.

The library period in the intermediate and upper grades is conducted on the same general plan as that used in the first three, except that more individual work is done, owing to differentiated class assignments; more library science is also taught.

Students of school and classroom management are assigned to six weeks of library duty for an hour each week. Student teachers are also given practice in conducting library classes. The six weeks are made up of observation and participa-

tion, the latter part of the time being spent in cataloguing and in conducting the library class.

In some cases a student teacher may take charge of the entire class period, being assisted only in charging books. This experience gives the prospective teacher an opportunity to learn the general plan of the elementary library, to recognize children's book needs and desires, and to gain actual experience in a project which she will perhaps wish to inaugurate into her own school situation.

The Union College elementary school library consists of about a thousand volumes, besides encyclopedias, bound magazines, and other reference materials. A phonograph record library is being built up, which includes at the present time over sixty selections. These records are used largely in connection with music appreciation classes. References and magazine articles are being made readily accessible by means of a card index. This index makes possible the location of articles by either subject, author, or title.

The value of any library is determined by its degree of usability, and the aim of all library procedure in the training school is to acquaint pupils and student teachers with available source materials, to create in them a desire to use these references in their daily living, and to give elementary pupils a basis for better study technique in their future schoolwork in the academy and college.

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## The JOURNAL of TRUE Education

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

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

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

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



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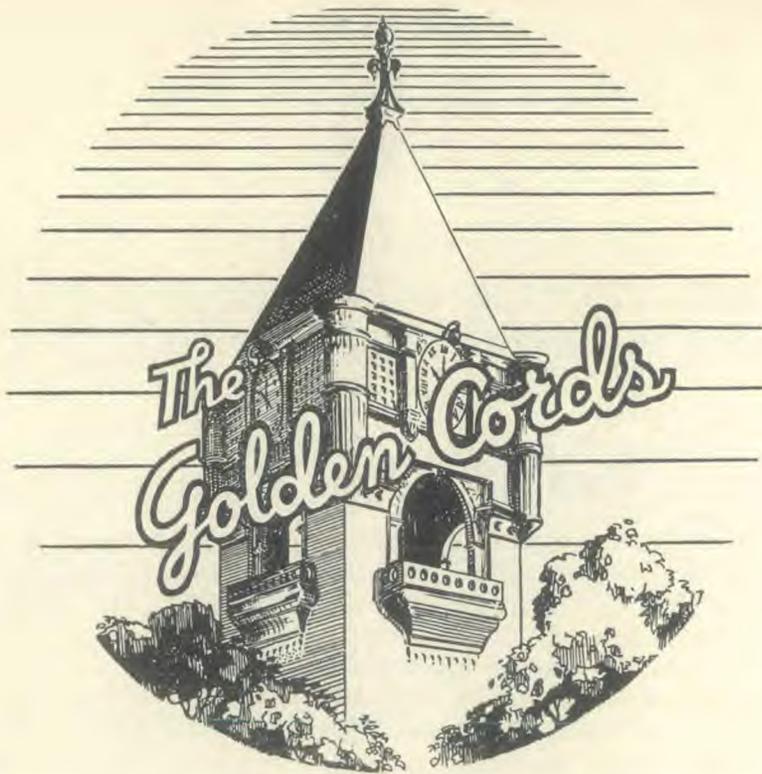
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