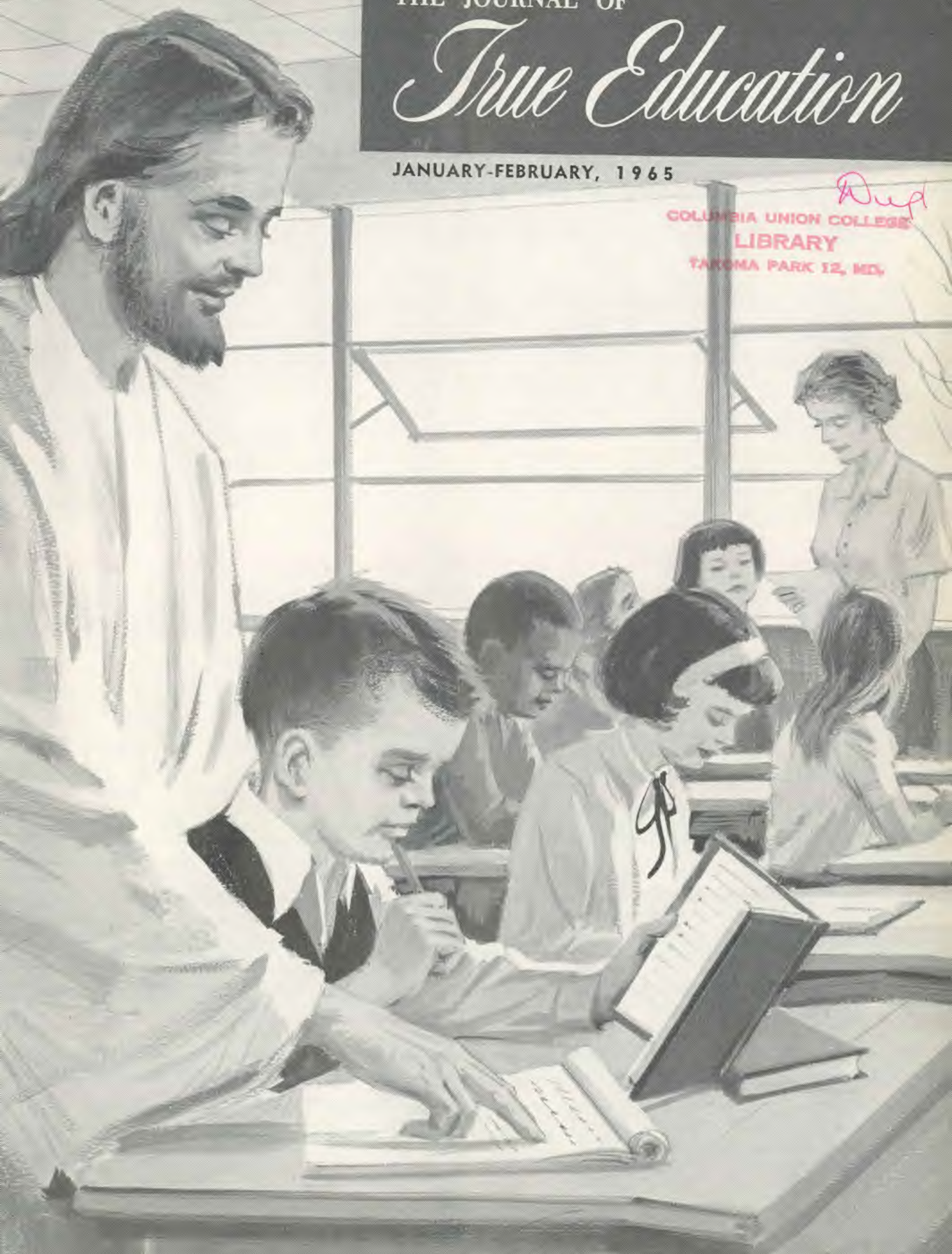


THE JOURNAL OF

True Education

JANUARY-FEBRUARY, 1965

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THE JOURNAL OF TRUE EDUCATION

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Review and Herald Publishing Assn.
Washington, D.C.

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Issued bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington, D.C. 20012. Subscription price, \$2.50 a year. Rates slightly higher in Canada. Printed by the Review and Herald Publishing Association, Takoma Park, Washington, D.C. 20012, to whom all communications concerning change of address should be sent, giving both old and new addresses. When writing about your subscription or change of address, please enclose the address label from the wrapper in which you received the journal. Address all editorial and advertising communications to the Editor. Second-class postage paid at Washington, D.C.

CONTENTS

January-February, 1965 Vol. 27, No. 3

ISSUE THEME: Teaching Bible in SDA Elementary Schools*

EDITORIAL

Editorially Speaking—Yet High Enough To Stretch	4
Editorial Currents & Eddies	32

GENERAL

Measuring Success in Bible Teaching	
A. Graham Maxwell	5
✓ How to Teach the Bible . . . Mrs. Alma McKibbin	6
A Princess of Bible Teachers—A Tribute	
The Editor	24
Form and Content . . . Carlyle F. Green	26

ELEMENTARY EDUCATION

Is Our Bible Study in Balance or Out? . . . Else Nelson	9
The Living Word . . . David Greene	11
✓ A Light on the Hill . . . Mildred Ostich	12
The Bible Through Children's Eyes . . . Janie Price	16
A Story of the Origin of Bible Lessons for the Church	
Schools . . . Mrs. Alma McKibbin	18
A Teacher Prays . . . "Keep Them for Thee"	
Mabel R. Miller	21
Bible Experiences in the Classroom	
Nellie G. Odell—Ramayne Godwin	22

CONTINUING SERVICES

Cover: Ken Gunall "The Holy Watcher"	
Bench Marks	3
Healthful Living—What Is It? (Part II)	
T. R. Flaiz, M.D.	14
Music Accents . . . Harold Lickey	15
Between the Book Ends	20
These Are Our Schools	29
Faculty Forum	30

* Motivated teachers will improve the quality of the religious program in their classrooms. We thank the many teachers, principals, supervisors, and office personnel who shared in preparation for this issue, and commend especially Miss Else Nelson of the Pacific Union Conference Department of Education for her coordination of the project. THE EDITORS.
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THE JOURNAL OF TRUE EDUCATION



BENCH MARKS

"Awareness of the Holy Watcher"

The Lord knocked at the door of hearts, and I saw that angels of God were present. There seemed to be no special effort on the part of teachers to influence the students to give their attention to the things of God; but God had a Watcher in the school, who, though His presence was unseen, made His influence felt. . . .

The Lord has been waiting long to impart the greatest, truest joys to the heart. All those who look to Him with undivided hearts, He will greatly bless. Those who have thus looked to Him have caught more distinct views of Jesus as their sin bearer, their all-sufficient sacrifice, and have been hid in the cleft of the Rock, to behold the Lamb of God who taketh away the sins of the world. When we have a sense of Christ's sacrifice in our behalf, our lips are turned to the highest, loftiest themes of praise.

When the students thus beheld Jesus, the suspension of their studies was counted as no loss. They were catching glimpses of Him who is invisible. They earnestly sought the living God, and the live coal of pardon was placed upon their lips. The Holy Spirit wrought not only for those who had lost their first love, but also for souls who had never placed themselves on the Lord's side. . . . Tokens of His grace and favor called forth rejoicing from the hearts of those who were thus blessed, and it was known that the salvation of God was among His people. . . .

Why should we not expect the Holy Watcher to come into our schools? Our youth are there to receive an education, to acquire a knowledge of the only true God. They are there to learn how to present Christ as a sin-pardoning Saviour. They are there to gather up precious rays of light, that they may diffuse light again. They are there to show forth the loving-kindness of the Lord, to speak of His glory, to sound forth the praises of Him who has called us out of darkness into His marvelous light. . . .

Again and again the heavenly Messenger has been sent to the school. When His presence has been acknowledged, the darkness has fled away, the light has shone forth, and hearts have been drawn to God. The last words spoken by Christ to John were: "The Spirit and the bride say, Come. And let him that heareth say, Come. And let him that is athirst come. And whosoever will, let him take the water of life freely." Rev. 22:17. When we respond to God, and say, "Lord, we come," then with joy shall we draw water out of the wells of salvation.

—Counsels to Parents, Teachers, and Students, pp. 369-371.

editorially speaking

YET HIGH ENOUGH TO STRETCH

PLODDING alone up the hill, the teacher realized that the road was rough. She came to two children sitting beside the trail. She carried one in her arms until they reached the crest. Thinking of the other young child, she returned and likewise carried the second youth to the top of the incline.

"I must carry the children to our Father's house. I must put them in the arms of Jesus," the teacher enthusiastically exclaimed. And she awakened from her dream.

Would that it were that easy!

Appreciating a teacher for the influence of his life, Don wrote: "I again want to thank you for what you have done to help me make a go of life. For what you have done for me at school, I can't thank you enough."

A parent added: "Jimmy has enjoyed his school year very much and is a better boy for being your pupil."

And another student: "Thank God for your interest in me. . . . I'm going to be a preacher soon, trying to reach young hard hearts who really are looking for something better but think it's manly to do otherwise."

No, the youth cannot be carried bodily—nor should they—into the kingdom of God.

Do not the Holy Scriptures teach the individual decisions that must be made? Is not salvation through faith in Jesus an individual matter? "Though these three men, Noah, Daniel, and Job, were in it, they should deliver but their own souls by their righteousness."¹

Religion is a personal relationship.

In the home God-fearing parents should introduce their little ones to Jesus and to God, "Our Father which art in heaven."²

Later, in church school, the Christian teacher has the exalted privilege of helping to encourage and to intensify that relationship between Jesus and Johnny, between Jesus and Susie, that was begun in the home. And that privilege is extended to Christian teachers on each higher level.

Using the Book in the classroom and helping the students to use the Book in study, the

attentive teacher will introduce the learners to the Person of the Book. In converse together each student with God will realize that the central theme of the Bible, the theme about which every other in the whole book clusters, is the redemption plan, the restoration in the human soul of the image of God. . . . The burden of every book and every passage of the Bible is the unfolding of this wondrous theme,—man's uplifting,—the power of God, "which giveth us the victory through our Lord Jesus Christ." 1 Corinthians 15:57.

He who grasps this thought has before him an infinite field for study. He has the key that will unlock to him the whole treasure house of God's word.³

Early should that key be found by the student who gives his individual response after an awakened inquiry. Lines of investigation may be pursued when the teacher encourages a classroom atmosphere of creativity. All available material helps may be used for accessories in the teaching of the Bible, but the important volume is the Holy Bible itself. The essence of Bible study must be the experiential knowledge of Christ that the student himself possesses and deepens.

What is the best method or approach for the teacher in the church school, or in a higher school, to employ in teaching the Bible—chronological or thematic (topical), problem or project, inductive or deductive, question or discussion, recitation or seminar, combination or other? Those who dare to teach the Bible should be stimulated with renewed challenge, because they should

constantly seek for improved methods. The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort.⁴

Each teacher could well ask, My present way of Bible teaching is not too satisfying, is it?

The lambs of the flock must be fed. Appropriate food must be placed in the crib low enough to reach, yet high enough to make the lambs stretch.

Keep the food fresh and the lambs growing.
T. S. G.

¹ Eze. 14:14.

² Matt. 6:9.

³ Ellen G. White, *Education*, pp. 125, 126.

⁴ ———, *Counsels to Parents, Teachers, and Students*, p. 181.

Measuring Success in Bible Teaching

A. Graham Maxwell

DIRECTOR, DIVISION OF RELIGION
LOMA LINDA UNIVERSITY

SUPPOSE that at the end of the school year all the students in our rooms should earn high scores in their Bible tests. Suppose that all should accept the inspiration of the Bible and study it frequently. Suppose that all should accept the seventh-day Sabbath, all should look forward eagerly to the coming of Christ, all should pay a careful tithe, all should accept and practice health reform, all should be very careful in their social relations with non-Adventists.

Would this suggest a high degree of success in our religious instruction?

Nineteen hundred years ago there lived on this earth just such a group of people. They were very religious. They accepted the Bible and studied it diligently. They observed the seventh-day Sabbath, they looked forward eagerly to the coming of Christ, the Messiah. They paid a scrupulous tithe. They practiced health reform. And they were most careful in their social relations with nonbelievers.

Yet, when Jesus came to live among them, they hated Him and finally worked to bring about His murder.

They were all "Seventh-day Adventists," but they had no love for God. They didn't even recognize Him when He came.

Evidently, then, just to make Seventh-day Adventist church members out of our children must not be our sole aim or measure of success.

What then would be genuine success in our Bible teaching?

To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life.¹

What is this image of our Maker which we are eager to see restored in our students?

Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. . . . It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.²

The image of God within us is our God-given capacity for free, responsible, creative thinking and acting. Sin has well nigh robbed us of this God-

like power. But the purpose of religious instruction—as it is of the entire educational process—is the recovery of our freedom and individuality, our capacity for clearness of thought.

This is why it cannot be our aim in Bible classes to train our students to reflect the teacher's thoughts, good as those thoughts may be. On the contrary, we have this urgent advice.

Young men should search the Scriptures for themselves. They are not to feel that it is sufficient for those older in experience to find out the truth; that the younger ones can accept it from them as authority. . . . We must study the truth for ourselves. No man should be relied upon to think for us. No matter who he is, or in what position he may be placed, we are not to look upon any man as a criterion for us.³

How soon do you think it is safe to help our students accept such responsibility? How soon is it safe to set them free to think for themselves? How soon is it advisable to teach them the infinite value of their God-given individuality, their likeness to their Creator?

It is my conviction that they are able to receive this precious and exciting information sooner than is usually supposed.

Consider the extreme youth of our pioneers, those responsible men and women who founded this denomination.

Consider the youth of Jesus Himself. See Him at only twelve years of age respectfully, but very thoroughly, questioning the religious scholars of His day. By our present educational standards, Jesus was just a boy in the seventh grade.

I recall the question of a seven-year-old girl during the discussion of a Sabbath school lesson about the heavenly sanctuary. "Why does Jesus have to ask His Father to forgive us? Doesn't God love us just as much as Jesus does?"

It is the right and privilege of our children to ask such questions, just as it is their right to form their own opinions about God. Such inquiry leads to greater knowledge of God, and it helps to maintain interest in the study of the Bible.

When our children first arrive in school there seems to be a natural interest in matters religious. Everything seems fresh and new, and they are full of

To page 28

• By Mrs. Alma McKibbin • To teach the Bible is a blessed privilege. It is also a solemn responsibility, for the character of the learner is either better or worse for the teaching. Paul felt this truth very deeply. He said: "To the one we are the savour of death unto death; and to the other the savour of life unto life. And who is sufficient for these things?" No one, unless he will do his best, humbly trusting results with God.

Faith. Faith is the first requisite. He who would teach the Bible must believe without doubt or quibble that it is the word of God.

The teacher must also have faith in results. He must believe the testimony of the Lord concerning His word: "It shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it." He who sows in faith shall reap, not always in time, but always in eternity. Let no present appearance chill the heart. The promise of God cannot fail. Remember that the seed is the word of God. It is living. It must germinate and bear fruit.

Love. Love is the second essential—love for the Bible. The teacher should be able to say with Jeremiah, "Thy word was unto me the joy and rejoicing of mine heart," and with Job, "I have esteemed the words of his mouth more than my necessary food."

The teacher must also love the learner. For love opens blind eyes, and makes us able to see and understand another's need. It gives tact and skill to meet that need. Love is the greatest power in the universe. Other forces may simulate power, but only love really moves, only love effects permanent changes.

Knowledge. The third in this trio of essentials is knowledge. The teacher must know. Listen to the searching question put to Nicodemus, "Art thou a master of Israel, and knowest not these things? Verily, verily, I say unto thee, We speak that we do know, and testify that we have seen." In the material world he who speaks of things he does not know is called a falsifier; and he who testifies of that which he has not seen is convicted of perjury. The same law governs spiritual things. If we do not know God, we cannot teach the knowledge of God. We cannot teach the Bible if we are not familiar with its sacred truths.

This preparation cannot be acquired by human effort alone. "A true knowledge of the Bible can be gained only through the aid of that Spirit by whom the word was given."—*Education*, p. 189. Therefore, "Never should the Bible be studied without prayer. Before opening its pages we should ask for the enlightenment of the Holy Spirit, and it will be given."—*Steps to Christ*, p. 91.

Study much with the Bible open; study also with it closed. Next to prayer, meditation is the most essential preparation to present truth to others. It gives one reserve power and composure of mind to meet the emergencies of the recitation period. More than all else, it gives the Spirit opportunity to illuminate the obscure point, to flash conviction into the heart, to move the mind to the active expression of truth. "While I was musing the fire burned: then spake I with my tongue."

Spiritual Comprehension. The teacher must have not only an academic knowledge of the Bible but also a spiritual experience in the truth he teaches. His must not be a secondhand knowledge of the Scriptures, something he has learned only from parents, ministers, or other Bible teachers. He must study the Bible for himself until the consciousness that he has been taught these things is lost in his personal conviction that it is the truth of God.

For example: Journey with Abraham from place to place and enter into his spiritual experiences until you yourself exclaim, "He was a sojourner, a friend of God, and worthy to be the father of them that believe." It is one thing to be taught these things or to read them in the Bible. It is another experience to give these titles to him spontaneously from one's own conviction that such was his character.

So let it be with all the facts and principles that you teach. Study and meditate upon them and pray about them until they are incorporated into your own mental and spiritual being. Then your teaching will have life, vitality, power.

The Heart and Life of the Teacher. By this is meant not so much that which is evident in word and deed, significant though this may be, but rather that which is known only to God. Motives must be pure and holy, or one cannot teach the Bible so that it will affect for good the heart of another. The most sublime and heavenly sentiments have no power unless accompanied by the Spirit of God, and the Spirit

How to Teach



the Bible

A. DEVANEY

attends only the words from a heart that is honest in its purposes. Our words impress children only as our characters reflect our teachings. No subterfuge will pass muster. We must be what we teach.

There is but one reason for teaching the Bible to anyone, and that is to save his soul from eternal death. Let the teacher, therefore, pray that he may be cleansed from all unrighteousness, not only of that which he knows, but of that which he may not even suspect, that the springs of life, of purpose, of action, may be pure and right. Only the Spirit of God may cause one to know himself as he really is.

The teacher who loves the Bible, who is absorbingly interested in teaching it, will never need to express his love and interest in words. Voice and face give a true index of the heart. Consciously or unconsciously every child knows just the degree of real interest his teacher has in the subject.

The Spirit and Manner of the Teacher. The teacher's general manner when teaching the Bible should be one of cheerful seriousness. But this manner cannot be assumed for the recitation period and then be laid aside at other times. Reverence or the lack of it may be indicated in a look, a tone, the expression of the face, or even in the selection of a word. If the teacher is careless in manner, foolish in conversation, irreverent in spirit, he can never develop a sense of spiritual propriety. The things of the Spirit are not

The editors of THE JOURNAL OF TRUE EDUCATION wish to refer the readers of this number to the issue of January-February, 1964 (Vol. 26, No. 3), which featured the teaching of Bible primarily on the levels of secondary and higher education.

They recognize that there should be a planned sequence of Bible knowledge, well articulated through meaningful experiences from parental education in the home through the more formal teaching of Bible in the church school, academy, college, and university.

Harmony, consistency, and challenge should permeate all the instruction that is inspired by true motivation for practical godliness.

learned or followed by rule. They are revealed by the Spirit, and only to those who earnestly desire to know them.

The Voice of the Teacher. Perhaps upon no one thing does the effectiveness of a presentation of truth depend more than upon the tone of the voice. Some assume an unnatural tone, indeed are un-

natural in every way, when teaching a Bible lesson. This is unnecessary and makes a bad impression.

Almost any fact may be made interesting if one knows how to tell it, while the most important and thrilling information will seem dry as husks if delivered in a spiritless monotone. Such tones make the listener feel that the fires of the soul have long been extinguished, leaving nothing but ashes and cinders to tell of the warmth and light that once gave meaning to life.

The Application of Truth. Do not force spiritual truth upon an unreceptive mind. Each lesson contains some important spiritual truth, but the hearts of pupils are not always open to receive these truths.

The soul can sustain no greater injury than to become conscious of a principle to which the heart refuses to respond. It is thus the human mind becomes hardened and finally incapable of perceiving divine truth.

It is better to close the lesson with only a drill upon the mere facts of the story than to force upon careless, inattentive, irreverent children the sacred and solemn truths that the lesson teaches. But pray, dear teacher, work and pray, to the end that they may become responsive to the Word of God.

Do not argue with children or youth. If you know that they have wrong views, do not directly oppose them. Consider carefully why they have erroneous ideas, and just what they are. Then pray and plan that you may remove the error by a skillful substitution of truth. Do not become impatient or discouraged. God will help you. "Truth is mighty, and will prevail" if we depend upon the Holy Spirit to convince and to persuade, and not upon our own weak and ineffectual efforts to change human hearts.

The Spirit of Prophecy. This precious gift was granted to us for the purpose of helping us to understand the Bible better than we could without it. Use it as an aid in solving puzzling questions. Study until you know and know that you know.

Read carefully, thoughtfully. Encourage the pupils to read these books. Teach them why they were given to us; that is, to call our attention to the Bible, to impress us with the necessity of studying it, and to help us to understand it.

Special Preparation. Your presentation of a Bible lesson must be interesting. Is the Bible fascinating to you? Do you revel in it? If you do, the rest is easy. It is sometimes puzzling to know why a teacher who presents geography or arithmetic in a bright, vivid manner should be so dull and dry and emotionless when teaching a Bible lesson. Jesus did not teach like the Pharisees, but some of us do.

Emphasize the beautiful. You must teach the justice of God as well as His mercy, but remember al-

To page 26

A YOUNG woman came to me with sparkling eyes. "I've just come from Bible class," she said, "and I have something to tell you. Guess what! I know why I am a Seventh-day Adventist. Because of *this* class I can explain what I have been taught to believe."

Wonderful!

But wait—this young woman had grown up in a Seventh-day Adventist home. Her parents were Seventh-day Adventists. Her grandparents were too. Every school day of her life had been in an Adventist school—grade school, academy, college. Now, as a college senior, she had this to say to me.

Wonderful that she knew? Yes, but tragic that she did not know until now. Something was wrong.

Is Our Bible Study

In Balance or Out?

Where? Who? Why? How? I do not know. But I know that this tragedy has implications for us.

It was John who wrote, "Blessed is he that readeth, and they that hear . . . and keep those things which are written therein" (Rev. 1:3). Paul expressed this same goal in another way in Philippians 3:10, "That I may know him, and the power of his resurrection, and the fellowship of his sufferings."

How many students sit in our classrooms yet do not begin to understand the great principles of Christian living? Is the study of the Bible in our elementary schools the vibrant, dynamic center of each school day? Through it are the children of the church being blessed as they read and hear the truth? Are they motivated to choose to "keep those things which are written"? Are they learning to "know him"? How can these great Biblical goals be achieved?

We are fortunate to have a series of carefully coordinated Bible textbooks for the elementary grades of Seventh-day Adventist church schools. These have been developed from a framework designed by a large number of Bible scholars and educators.

A variety of approaches was used in order to meet the needs and interests of elementary school children. In the primary grades the program was built upon a series of themes, or units. A facet of Christian living such as honesty, courage, hope, prayer, forms the core of each group of Bible and mission stories. Each story contributes to a better understanding of the big idea of the unit.

In the middle grades, two years are spent in giving an overview of the grand sweep of Biblical history, not as history alone, but as the backdrop against which the drama of the ages is played. Here one whole year is spent in a study of the great promise of the coming of the Saviour, and of the messengers who proclaimed Him, from the majestic poetry of Genesis to the poignant promises of Malachi.

Another year is devoted to a day-by-day study of the life of Christ on earth, following in His steps as He lived the perfect life in a damaged and rebellious world.

During these first six years of school, the doctrines of the church are introduced—righteousness

Else Nelson

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by faith, the place of prayer in the life of the Christian, a dawning awareness of the meaning of the beautiful sanctuary service, the coming of the Saviour, and others. Here is the "milk of the word."

With this background, children are prepared to delve into a deeper study of the great plan of salvation and into the specific doctrines of the church, which are the topics forming the foundation of the seventh- and eighth-grade textbooks.

None of these textbooks has been written as a reader. These books are not intended merely to teach skills or rote learning of key texts. Their purposes are to awaken the interest, to develop a spirit of inquiry, to foster a love for the Bible and its Author, to promote an attitude of involvement on the part of the reader. For this reason the vocabulary is simple, although the ideas contained therein are broad and deep and beautiful.

And the books are not to be used alone. The Bible is the center of the Bible program in the elementary school, and the textbooks are the motivating instruments to direct the children to its pages, that they may "know him." A companion book has been prepared to be used with each textbook. In it are found

To page 27

(Right) Role Playing: Students dressed to represent the characters of Rachel, Leah, Pharaoh, Nebuchadnezzar, the three Hebrews, Daniel, and others. They acted out scenes from the lives of Biblical persons.



(Above) Panel Discussion: As we studied each unit, students selected a particular topic for additional study and research to present in the form of a panel discussion. The discussion group consisted of about five students for each topic.



(Above) Construction: Students brought materials for the purpose of constructing a scale model of the ark. A model of the sanctuary was made. In addition we paced off the actual size of the sanctuary and placed objects in their location to represent those in the sanctuary. The role playing was again put into practice with the students acting out the work of the priests. Others constructed a scale model of Nebuchadnezzar's image; a few made a comparison of the approximate size of man at Creation and his size today.

(Left) Verse Choir: Portions of the Bible and the Spirit of Prophecy were presented by a verse choir. This took much practice before it could be recorded.

The Living Word

IT HAS been said that anything we experience becomes a part of us. This may be an actual or a vicarious experience. Children must be involved intellectually, emotionally, physically, and spiritually to make the Bible an experience for each personally. If this is accomplished, children will love their Bible classes and will cherish the precious moments when the Bible becomes the living Word to them.

Inspiration for making the Bible live comes first from the teacher's own prayerful, conscientious study of the Bible, the Spirit of Prophecy, and the textbook. Second, it comes from the study of the *Teacher's Guide* or teacher's edition of the textbook, and the accompanying or companion book. These books are filled with interesting activities involving projects and research that youth love and want to do.

The accompanying pictured activities were used in my Bible class last year. Discussions were lively, interesting, and pupil-created. Motivation came from the students. Most of the projects required a

David Greene

READING CONSULTANT
SOUTHERN CALIFORNIA CONFERENCE



Field Trip: The class visited the Holy Land Museum near our school. At the close of the tour we ate food from the Holy Land and saw colored slides.



Making a Record: The story of Ruth was recorded on tape. This was also a type of role playing, but with more exactness. Much verbal practice was done in order to get the right inflection and expression.

great amount of research on the lives and times of the Bible. This was done from the Bible itself and from instructional helps such as Bible dictionaries and Bible commentaries.

The statement of one happy mother testified to the validity of the experience approach. Said she, "I used to have to make my boy study his Bible lessons, but now I don't know what has happened to him. All he wants to do is study Bible!"

We can say with confidence that we know what has happened, and we are happy about it. The Bible has become for the students the living Word.

There are no problem children—only children with problems.



A Light on the Hill

Mildred Ostich

SUPERVISOR IN ELEMENTARY EDUCATION
NORTHERN CALIFORNIA CONFERENCE

I KNOW that I shall not be with my girls many more years, so while we are still together I want to do my best for them." These words were spoken by Mrs. Brown, the mother of three girls who are now attending the Clearlake Highlands church school in northern California. When this little school on the hill first opened a few years ago there were just six pupils. Only two of these came from Seventh-day Adventist families. Now there are 25 pupils, and in the past few months a second teacher has been added. They hope to have a new school in the near future so that more pupils can be accepted, but in a small community the building of a school is a monumental project. It will be built, though; these people have great faith.

Clearlake Highlands was not to become a place to which pupils who are not successful in public schools could migrate. All applicants were carefully screened, and the age of entrance to the first grade was held at seven. This was a real blessing because the progress made by the first-graders was outstand-

ing, and the news soon spread throughout the community.

Among those who applied for attendance were the Browns. Debbie was in the sixth grade and her two sisters were in the lower grades. Since students in this school are expected to attend Sabbath school and belong to the Pathfinder Club as soon as they are old enough, Debbie and her sisters enjoyed these activities, and before long Mr. and Mrs. Brown were regularly attending church with their girls. About a year later Debbie, her sisters, her father, and her mother were all baptized. This was a happy occasion in the Brown family, and the entire school family rejoiced, for all had earnestly prayed for them.

Pam was another student who wanted to become a Seventh-day Adventist while she was attending the Clearlake Highlands church school. It was more difficult for her because she came from a broken home. Her own father objected to her attending the Seventh-day Adventist school, not to mention her joining the church. Nevertheless, Pam was baptized and



(Left) Bible class is the best period of the day.

(Below) Debbie gives a Bible study to interested neighbors.



is now attending Rio Lindo Academy. Her mother and stepfather attend Sabbath school, church, and prayer meeting. Just recently Roger Holm, a seventh-grader, began giving Bible studies to Pam's stepmother. Pam and all of the children of the church school are sincerely praying that her father will be led to Christ through these efforts. God works in mysterious ways.

One of the first missionary activities of this church school was group singing for the patients of the nearby convalescent home. Later the pupils used part of their language-arts classtime for writing letters and cards to shut-ins and to some who were ill and in the hospital. They also wrote to families who had just lost a loved one. At first they included only a Bible reference or two, but later they decided that writing the entire texts would be better, as some persons do not have Bibles.

It is thrilling to read the answers they receive to their letters. Each child keeps a prayer list, together with notes regarding the answers. People are really



The school children enjoying singing for patients at a nearby convalescent home.

impressed with the fact that the children are praying for them, and the boys and girls have won many Catholic, Jewish, and Protestant friends as a result.

Writing letters was a good beginning, but the next step was to meet the people in person. At the present time students in the seventh and eighth grades are regularly giving Bible studies to interested people. Debbie is in the eighth grade now and is happy to be able to share her faith in this way. She is giving Bible studies to two people who live near the school.

At the dedication of the new post office in Clearlake Highlands the boys and girls of the church school were invited to participate in the program. Some of them formed the color guard. Others served as ushers. Recently the children sang for the American Legion Silver Jubilee. No matter where one stops in this community he is apt to hear good things about the behavior of the pupils in the Seventh-day



The school choir is also the church choir at Clearlake Highlands, Northern California Conference.

Adventist church school and the wonderful work of Mrs. Clara Howland, the Christian teacher.

The junior choir of this school is the church choir, as well. This church is well aware of the important part the pupils in the church school are playing in the growth of its membership. "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!" *

Thus far eleven parents have joined the church, and twelve boys and girls of non-Seventh-day Adventist families have been baptized as a result of the faithful work of the church school. The work for Christ in this school on the hill is not finished. It has just begun.

* *Education*, p. 271.

In the final analysis you should not measure your success by what you *have* accomplished, but by what you *should* have accomplished with your ability.

Pray for a good harvest, but keep on hoeing.
—Slovenian Proverb

Two qualities make the difference between leaders and men of average performance. They are curiosity and discontent. I have never known an outstanding man who lacked either. And I have never known a man of small achievement who had both.

—CHARLES H. BROWER, *Town Journal*



T. R. Flaiz, M.D.

SECRETARY
MEDICAL DEPARTMENT
GENERAL CONFERENCE OF SDA

HEALTHFUL LIVING—

WHAT IS IT? [Part II]

A WIDELY accepted attitude toward health matters could be stated somewhat as follows: "If we avoid the worst of the recognized harmful foods and beverages, and keep the most flagrant violations of health laws out of our work program, we have done our part." But this viewpoint is wrong. God does not make up to us the deficiencies in our health that are within our own power to correct.

God will not work a miracle to keep those from sickness who have no care for themselves, but are continually violating the laws of health, and make no efforts to prevent disease. When we do all we can on our part to have health, then may we expect that the blessed results will follow, and we can ask God in faith to bless our efforts for the preservation of health.¹

It is not a matter of luck as to whether we come through with good health and long life. Admittedly there is an element of chance over which we have no control. By and large our health is rather the product of our intelligent effort to preserve our bodies in the best possible condition. There is, of course, the occasional person who though violating most well-known health principles—who overeats, uses the wrong foods and drinks, smokes, uses alcoholic beverages, and neglects exercise—yet lives comfortably to mature years. This is not the rule. Such people ordinarily lose their health and die early. A careful study would reveal that those who survive to advanced years are generally those who have followed common sense in health matters and have practiced known health principles.

Death from coronary heart disease is most common among the highly educated, the most able of businessmen, professional men, those who might be expected to use common sense in caring for their greatest asset—their health. They do not; they do not have time. They are too busy guarding their more visible assets.

It is obviously important then not only that *we be informed but that we live in harmony with that information.* It is not for lack of available knowledge that people lose their health or their lives.

Rather it is for lack of interest. They think, "It cannot happen to me." But it does.

It is smart to be up on health matters. It is decidedly not smart to neglect matters that may rob us of our health.

Regularity in Exercise

Granted that the important principles studied in previous lessons are respected and practiced, there are still decidedly significant and practical health habits that affect the present and future health. Young people are generally more likely to be active than are older people. While young people may for a while get by on less activity, any such neglect will take its toll if not corrected early. Exercise in the daily life is second in importance only to diet. While this refers more specifically to blood-vessel disease, general health is favorably and significantly affected by vigorous exercise on a regular basis. Exercise has the effect of keeping the blood vessels flushed through and free from sluggish accumulations of blood elements.

The more we exercise, the better will be the circulation of the blood. . . . Whatever their business and inclinations, they [people of all ages] should make up their minds to exercise in the open air as much as they can. They should feel it a religious duty to overcome the conditions of health which have kept them confined indoors, deprived of exercise in the open air.²

Exercise opens the air sacs of the lungs and brings into the body a supply of oxygen not otherwise possible. Exercise steps up metabolic processes that not only consume the currently ingested food but also help consume the accumulations of excess fat laid down in parts of the body where their presence may be harmful. In somewhat the same way that an automobile that is given some regular use is maintained in better condition than the car left to stand idle for months, so the active body is stronger and healthier. The muscles, blood vessels, connective tissue, bones, and even the skin are in better condition and stronger when a person keeps active.

This is also true of the lungs, heart, stomach, intestines, kidneys, and the various glands of the body—all are healthier in the well-exercised body. One of the most vitally affected organs is the heart. In the inactive person the muscles and blood vessels of the heart gradually drop to the level of strength just sufficient to meet the lower demand of the inactive body. These weakened tissues are then not adequate to care for any significant or sudden increase in load. The body that is vigorously exercised builds up reserve strength of muscle and capacity of blood vessels sufficient to meet the demands of greater activity.

By neglecting to take physical exercise, by overworking mind or body, we unbalance the nervous system. Those who thus shorten their lives by disregarding nature's laws, are guilty of robbery toward God. We have no right to neglect or misuse the body, the mind, or the strength, which should be used to offer God consecrated service.³

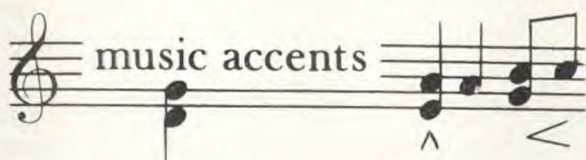
Neglect of exercise may well be understood to constitute a major health hazard. While the more classical example of this hazard is the overweight, inactive business or professional man, our children, youth, and young men and women who neglect ac-

tive exercise are laying the foundation for a flabby, weak body with poor resistance to disease.

Children permitted to spend idle time before the TV when they should be taking active recreation in the open air will have poor appetites for staple food, will have lowered resistance to disease, and as a result of their less vigorous circulation will become sallow and anemic in appearance. The very high percentage of American young men who fail the Army entrance physical examinations, may be accounted for in part by their poor development resulting from neglect of physical activity. The automobile, which robs so many people, old and young, of needed exercise, undoubtedly is partially responsible for the poor showing of American young men when compared to young Europeans. Muscle tone, bone strength, endurance, all are adversely affected by the lower level of physical activity prevailing in America as compared with Europe.

Some will ask, But what can we do to get the exercise you recommend? We cannot play tennis, golf, or volleyball daily. We cannot swim or climb moun-

To page 25



CHORAL CONTRIBUTIONS

SACRED and secular history alike attest to the importance placed upon music by many cultures in the education of the whole man. The reasons for its inclusion are still valid for us today in the Christian college. Without its ennobling influence, our lives would be deprived of one of God's most gracious gifts.

The choral program at the college offers wide opportunity for personal participation in a most rewarding avenue of both training and service. The benefits of music are greatly increased by this active participation over those gained by listening alone. It is relatively rare that we find one who cannot successfully contribute to one of the choral organizations on the campus. Equipped with his own built-in instrument and with a degree of interest, the student usually finds his way into the music department. It is inherent in the very nature of the vocal and choral field that less technical training and skill are prerequisite to successful membership in a singing group than that required in an instrumental organization. This provides opportunity for musical experience for a much larger group and enables the director to enrich the lives of these young people with all the benefits of this experience.

Having been created in the image of God, man has always been a lover of beauty. The enjoyment of the beautiful is certainly one of the ways in which man is superior to the animal kingdom. Man's opportunity to control his own character development by the choices he makes each day is another reflection of God's image.

It would seem that choral singing offers a unique opportunity for the music educator to make contributions in these areas of man's experience. Perhaps the enriching of life with the beautiful through music needs little elaboration, as this relationship is self-evident and has been dwelt upon at great length by others.

Less well recognized is the character-building force that can be present as a student spends several hours a week for a year or years in a program that makes considerable demands upon him. Knowing that our characters do result from the nature of our everyday choices, the student has the opportunity to form habits of punctuality, a sense of responsibility to God, to himself, to the group, and to the director. He may also learn to submerge self-interest in the good of the group, and be trained in dedication to the service of God and his fellow men. If he as a member of the organization is to maintain the standards of membership, he must learn to choose these characteristics of behavior. The joys of participation in successful singing groups motivate the student toward achieving these goals and remove the burden from what otherwise might become drudgery.

Regular singing before the public inevitably frees most singers from personal inhibitions that militate against the exercise of the qualities of leadership. This freedom of expression, including a willingness to become emotionally involved in the transmission of a great message, is an important trait greatly needed by those who will take places of leadership in God's work. Choral singing can make outstanding contributions in this vital area of educational endeavor. It is to be hoped that all of those who bear the responsibility of directing this program may be aware of the tremendous potential of such activity, recognizing that it is more than music that we seek to teach.

Harold Lickey
Music Department
Pacific Union College

PSALMS, 129-132

SEEING IS BELIEVING

Jesus asked His disciples to go out to sea, and they went.
 Jesus turned to the multitude and told them to go to their homes.
 When He was all alone He walked up a hillside to pray.
 Now the disciples were sailing out on a beautiful lake with the moon shining brightly and the stars were like diamonds on a dark blue velvet background.
 Then a great storm arose.
 The skies darkened, huge white caps leaped and fell.
 Waves covered the boat and they lost complete control of the boat and they were tossed about like a small cork.
 Peter looked up and saw a figure walking on the water, and he was very much frightened.
 He called the other disciples. Peter said, "Do you see anything?" Just then a big wave splashed over the boat and one of the disciples answered, "No".
 Then the waves fell and they all saw it, and one said, "It's just a huge wave", and another said, "It looks like Jesus."

LORD, should mark iniquities, O Lord, we shall stand?
4 But there is forgiveness with thee, that thou mayest fear.

A wonderful night

"Where can we stay?
 Where can we stay?"
 Was the question asked
 that dreary day

"Caesar Augustus
 has sent us here
 to pay our taxes
 from far and near."

"No room! No room!"
 the innkeepers said
 "No room for even
 one little bed"

"A stable is all
 I have," said one
 "you could stay there
 but it'd be no fun"

"We'll stay there,"
 the young couple said
 "at least we could make
 a comfortable bed"

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Humility. God's promise

My Pilot

Jesus is my Pilot.
 There's none other who'll lead me;
 He keeps me on my course
 And guides me out of harm.

My sight is but my life,
 The water is the sea.
 If Jesus doesn't steer my life
 Then sin will come right in.

If I lose Jesus as my Pilot
 No I.

The Bible Thro

Creativeness cannot be taught.
 This in essence is the job of the
 productive channels. The world
 it needs to release the talents
 receptive and understanding tea
 by:

1. Being a thoughtful listener.
2. Being a kindly critic.
3. Being an encouraging friend.

On these pages are gathered son
 from a number of church schools.

Daniel

Many times we, when a person says,
 "That great man can you name,"
 think only of men like Lincoln and Washington.
 We tend to forget men of equally great courage,
 like Daniel, who instead of being a servant
 of man, was a servant of God.

Standing alone for what he thought was right,
 his life shone like a light in the dark.
 Many times he and some of his friends were
 the only ones who stood for what they believed.

Daniel stood fast, like a huge rock,
 buried deep within the earth. Temptations
 of great strength could not move him.
 His life to me is a great one. I want to
 be able to say, "My life is equally as good!"

John Walter

Up Jesus Were Here
 who were here I would talk to Him
 His heavenly home all its beauties,
 His second coming. It would be wonderful
 talk to my Saviour. I'm going to tell
 about my talk with Jesus.

may I talk with you for awhile?
 course you may. Start right in."

h Jesus, I love You so much. Why can't you
 stay on earth forever and ever?"

I have to go home and build houses for you
 I, in heaven, so I can come
 to the one."

Children's Eyes

only be released and guided.
 —to release inner power into
 need more talented children;
 all children. This calls for
 teacher can foster creativeness

esting possibilities.
 ing upon children with respect.
 ng a genuine interest in the
 ren's achievements.

—Janie Price
 of creative writing by children

From Garden to Cross

seized Him and bound Him
 limbs to limbs.
 dragged Him to Pilate's palace.
 They were cruel and mean
 acted with malice.
 They mocked Him and beat Him.
 They scorned Him and slapped Him.
 Through all this He stood calm,
 straight and unyielding like a
 stately palm.

there on Calvary,
 They nailed Him to its tree,
 He said all the while,
 "Father forgive them for they
 know not what they do."
 "Father forgive them for they
 know not what they do."
 "Father forgive"

By Nancy Ahlquist

PSALMS, 132-135

the chosen

132

13: 6:

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An Angel In the Temple
 Back in the hills of Judea,
 lived a man named Zacharias,
 and his wife Elizabeth.
 Zacharias was a priest who
 went to the temple to work
 twice a year. Little did Zacharias
 know what lay ahead.
 Twice a day Zacharias and his
 wife prayed for a son. One day,
 while in the temple, he felt
 that someone else was with
 him. He looked up and there
 was an angel. He was so frightened
 that he could not move. The
 angel was talking to him saying,
 "Fear not Zacharias, for thy
 prayer is heard." But Zacharias
 did not believe him. He would
 have a son? And since he did
 not believe the angel's words,
 he could not talk until the
 baby was born.

1 the king
 2 And gave their
 ritage, an ^aheritage unto
 el his people.
 3 Thy
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One day a little girl was born.
 Her name was Hadassah, the Hebrew
 name was Myrra.
 A few years later her mother and
 father died, and poor Hadassah
 had to go to a relative, Mordecai,
 name to Esther.
 One day the king made a proc-
 queen. When Mordecai went home
 that day he told Esther about it.
 He told her that the king previous-
 he wanted a new queen. Mordecai
 wanted Esther to go and try
 about a year of training. Esther
 went before the king.
 The many pretty girls before her
 Esther looked so beautiful.
 "it she thought, 'How can I be
 so when all the other girls
 so pretty.' Finally, when it
 "Esther's turn, she stood

A Story of the
Origin of . . .



Bible Lessons for the Church Schools

• By Mrs. Alma McKibbin • In 1896 I was living in San Pasqual Valley in southern California with some very kind friends. At that time Ellen G. White was in Australia, and from there she wrote, "The subject of education has been presented before me in different lines, in varied aspects, by many illustrations, and with direct specification, now upon one point and again upon another."¹

She wrote many articles upon the subject, which were read by our people, in turn causing much discussion and heart searching. First, we were told we should remove all our children from the public schools and establish schools for them ourselves; and second, "God's word must be made the groundwork and subject matter of education."² "This Book is the foundation of all true knowledge."³ "Next to the Bible, nature is to be our great lessonbook."⁴

My friends and I discussed these principles very earnestly. They had twins, a boy and a girl seven years old, who had never gone to school. They suggested that I attempt to teach them according to the instruction given. A little girl cousin also joined us. So, in the parlor of their country home with a blackboard as my only equipment, I began a home church school. I made a primer based on the first chapter of Genesis. Thus I taught Bible and nature, as well. The industrial phase of education they knew already, for they had their own gardens, raised vegetables, and sold them for their Sabbath school and spending money. They could compute their tithe. To my great surprise these children in six months, with help on unfamiliar words, were reading their Sabbath school lessons from *Our Little Friend*.

I began to plan lessons for a second grade, but

the now-aroused church insisted I teach all their children—eight grades. I protested that I did not know how to make the Bible the groundwork of all subjects, and there was no one to teach me how.

There were no textbooks written on the principles of Christian education, no course of study, no one to offer a suggestion as to how different subjects should be taught or how to conduct a church school. So, like Jonah, I fled from the only home I had, and went to work as a housekeeper for a small family in Los Angeles. But I was not happy. My conscience troubled me. It said, "You should be teaching. You ran away from duty."

Later I received an urgent call from a country church at Centralia, in Orange County. After a terrible struggle with doubt and fear, I accepted and signed a contract to teach eight months. I had thirty students in nine grades. I taught in a small unfinished room at the rear of the church.

I taught from 8:00 A.M. to 5:00 P.M., and at night sat up late writing two Bible lessons, one from the Old Testament for grades 1 to 4, the other from Daniel for grades 5 to 9. The parents requested that I teach the prophecies of Daniel. I also prepared a nature lesson. I had to use public school textbooks, some of which were full of evolution. The students were very responsive and crossed out error, substituting the Word of God.

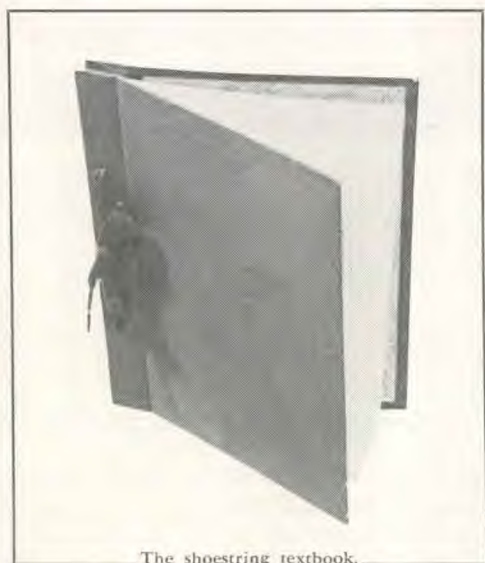
I survived the year, but with broken health and firm resolve never to teach again until someone taught me how. Then came a telegram asking me to come to the camp meeting at Stockton to receive some important information. I went and learned that Prof. M. E. Cady had been selected to be president

of Healdsburg College. He was called "The first chapter of Genesis man," and each day he spoke on Christian education. He succeeded in persuading eleven persons to consent to teach in church schools after he announced that a summer school would be held at the college to prepare them for their work. He also informed me that the school board wished me to teach grades 5 to 9 in the Healdsburg elementary school.

Joyfully I returned to dear old Healdsburg, for now I was to learn how to teach a church school. But, alas, when I arrived I found that because I was the only one there who had ever taught a church school, I was to review the common branches and teach methods!

I am not a stranger to disappointment, but none was greater than this. I had a bad night, a very bad night. I learned a hard lesson. I learned not to expect human help, not to lean on others.

For thirteen long weeks in June, July, August, 1899, the eleven would-be teachers and I studied faithfully, diligently—I perhaps longest and hardest of all, for I must direct them. I burned much midnight oil preparing outlines and seeking to make the Bible the groundwork of every subject. We studied the entire book *Christian Education*. And



The shoestring textbook.

God blessed our efforts. Many times the Spirit of God came to comfort, enlighten, and to give us courage to believe we might succeed.

Prof. E. S. Ballenger acted as our principal. He made out a course of study and gave examinations. Together we outlined a year of Bible lessons. It consisted merely of a subject and Scripture reference. I recommended that the teachers write lessons themselves. They thought they were going to do

this, but soon letters began to come saying such things as, "I cannot write lessons. I haven't time."

Finally, Professor Cady said to me, "You must print your lessons." At this time I was teaching grades 5 to 8 in the Healdsburg church school, and writing Bible lessons for each grade. These I wrote on the blackboard, and the pupils copied them into notebooks.

My first two books were printed on a little hand press in the college print shop in 1903. The teachers were so eager for them that as soon as a signature was printed I sent it to each of them tied with a shoestring. The next summer pasteboard covers were made and presented to each teacher. These are known as the shoestring books.

Old Testament history was not taught in our colleges at that time, so I had never studied the subject. I had to study it out by myself. I found the latter part of the Old Testament rather difficult.

On one of Sister White's visits to my home she saw some of my work and asked, "What are you writing?"

I replied, "I am writing some Bible lessons for the church schools. We have none prepared."

"A very important work. I should like to see what you are doing." I gave her two sections, and she put them in her pocket.

A short time later, C. C. Crisler called upon me. He brought me a box of books from Sister White's library and from his own library. These books dealt with the period of history covered by the books of the Bible that I found difficult. On top of the box was Sister White's manuscript that she was preparing for another book, *Prophets and Kings*, which was not published until after her death. Elder Crisler said he had permission from Sister White to lend it to me.

In all my struggles to provide Bible lessons, nothing ever encouraged me so much as this loan of books and manuscript. For some time I literally lived with those books. It was these materials that furnished the basis of my introduction to my third book, *The Life of Christ*, for the sixth grade.

In 1909 after Healdsburg College closed, the Pacific Press consented to print my books, but not on a royalty basis. They would take no risks. I was indeed glad to be relieved of all the correspondence, wrapping, mailing, and bookkeeping, to say nothing of the long walks to the post office with these heavy packages.

I began to think I might take a rest from book writing, when I received a request from the text book committee asking for lessons on the Acts of the Apostles for the seventh grade. Before these were quite finished a request came for lessons on Bible doctrines for the eighth grade.

From 1911 to 1919 I taught Bible history in the

To page 24

BETWEEN THE BOOK ENDS

Bergen Evans and Cornelia Evans, *A Dictionary of Contemporary American Usage*. New York: Random House, 1957. 567 pp., \$6.95.

Desiring to make available a dictionary of words with examples of context, the authors compiled this book to convey meaning, connotation, implication, and overtone of words and expressions in present-day currency. Differences between formal and informal usage are pointed out, and standard speech is clearly illustrated with phrases and clauses. Some Americanisms and Britishisms are differentiated.

The words and expressions, with their preferences, grammar, punctuation, idiom, and style, are alphabetically arranged. Based on modern linguistic scholarship, this volume should be consulted by those who wish to use words with their up-to-date and precise meanings; it is for those who wish to speak and write well.

* * *

C. L. Barnhart and Jess Stein, *The American College Dictionary*. New York: Random House, 1963. 1444 pp., \$7.50.

Conveniently alphabetized, this ready desk dictionary places all entries, whether proper nouns or otherwise, in one list. Attention has been given to current usage and etymology, and illustrations have been selected as aids to the definitions.

This authoritative and comprehensive dictionary will be appreciated by both teacher and student for reading, speaking, and writing.

* * *

FREE A-V MATERIALS

The Educators Progress Service, of Randolph, Wisconsin, has placed at the finger tips of alert and progressive teachers audio-visual materials and addresses to enrich every classroom, laboratory, library, or school for professional growth and instruction.

With indefatigable energy the compilers have collated valuable source material—brochures, pictures, filmstrips, slides, tapes, transcriptions, and others—in 8½ inch by 11 inch paper-cover catalogs with numerous indexes of titles, subjects, and listings; a professional service that is outstanding for schools and

school districts, for superintendents and administrators, for librarians, teachers, and students. These publications are professionally reliable, cyclopedic, up-to-date, organized, and systematized. Each annual contains a publisher's foreword with an overview of fresh material and new features. John Guy Fowlkes, educational consultant for the new 1964 *Elementary Teachers Guide to Free Curriculum Materials*, wrote a helpful foreword, "A Quality Education for All Students," reprints of which will be furnished free to educators and librarians for the asking of Educators Progress Service, Randolph, Wisconsin 53956.

The following publications in offset by this service are self-explanatory, asking only for planning, analysis, selection, ordering, postage, and usage.

***Educators Guide to Free Films*, 24th Annual Edition, 1964. 631 pp., \$9.00.**

***Educators Guide to Free Filmstrips*, 16th Annual Edition, 1964. 145 pp., \$6.00.**

***Educators Guide to Free Guidance Materials*, 3d Annual Edition, 1964. 205 pp., \$6.50.**

***Educators Guide to Free Science Materials*, 5th Annual Edition, 1964. 340 pp., \$7.25.**

***Educators Guide to Free Social Studies Materials*, 4th Annual Edition, 1964. 423 pp., \$6.75.**

***Educators Guide to Free Tapes, Scripts, Transcriptions*, 11th Annual Edition, 1964. 203 pp., \$5.75.**

***Elementary Teachers Guide to Free Curriculum Materials*, 21st Annual Edition, 1964. 347 pp., \$7.50.**

* * *

Henning Nelms, *Thinking With a Pencil*. New York: Barnes & Noble, Inc., 1964. 347 pp., \$1.95, paper; \$4.95, cloth.

Planned for self-instruction, this compendium on drawing was written for those who use drawing as a tool for communication and thought and for others who desire to enlarge their graphic vocabulary. Pedagogically going from simple to complex, each chapter traces principles through application. Artists and craftsmen will appreciate also the freshness of presentation of standard techniques. With word and picture the author ably draws his lessons. This compact volume may be employed best with secondary and postsecondary school students in learning freehand proportion, perspective, projection in third dimension, lettering, and layout, visualizing numerical data, or using abstract scales.

"KEEP THEM FOR THEE"

ON REGISTRATION day, I stepped outside my classroom door for a moment and was delightfully greeted by a small beginner on his way to the first-grade room with "I'm a Seventh-day Adventist, and I get to go to our own school!" His eyes showed his satisfaction in knowing that he belonged. As he proudly walked on down the corridor beside his mother I prayed, "Dear Lord, keep him that way—keep him that way forever."

With the world pressing in so closely all around us, what can we do to help our students cherish the sacred denominational distinction placed upon us? Is it not necessary for us to chart carefully a course of action and consciously put forth an effort to "denominate" them?

"We are under sacred covenant with God to rear our children for His service. To surround them with such influences as shall lead them to choose a life of service, and to give them the training needed, is our first duty."¹

Our children and youth must have a sense of belonging to God's remnant church. They are part of it. They are needed. God has a special work for them. Soon they will be the keepers of the keys for the church.

Before feeling that we belong in a place we must become acquainted and make friends. So, first, let us acquaint our students with the pioneer workers of this Second Advent Movement. Let them know the marvelous ways in which God led them. No more thrilling biographies can be found than those of our own leaders, and through these stories will come a knowledge of our denominational history and an admiration and love for these great men and women of God.

Our library shelves should contain every such book published that is suitable to the students' age. How much we need for our children a wealth of simply and interestingly written biographies of our leaders and missionaries whose thrilling lives were rewarded not in a parade with the clapping of hands and the cheering of men but with the praise of God and with eternal life. If we keep before our students a vision of the pioneer spirit and of God's guidance, the monuments of truth that have been raised up along the way will never be left to crumble. Confidence is built in Ellen G. White as God's chosen messenger to help establish this denomination, and in her writings, which show us the way God would have us go.

Our students should become acquainted also with our present church leaders and missionaries. Following are a few methods and activities that some teachers have found helpful.

Visit the local conference office. The president himself will be glad to shake each hand. A tour of the offices will bring acquaintance with the methods of organization.

Invite the church pastor to talk to the class. If yours is a union or consolidated school be sure that the pastor of each church is asked to speak sometime during the school year. Invite them to attend the school picnic so the children may become better acquainted and find them to be real friends.

Be alert to the presence of visiting missionaries or workers in your area. Make the visit of such a person to the classroom a red-letter day. It is interesting to keep a school diary. In it may be recorded a brief report of the visit, written by a student. Obtain the signature of the speaker on the correctly dated page of the diary. Next to it place a snapshot of the speaker with one or more of your students. The report of his visit is placed on this page also. Sometimes the guest will write a short message above his signature. This is always especially treasured by the children.

One year we had a pioneer guest who was ninety years of age. The children were delighted. Months later, during the last week of school, when they were asked to write two things we had done during the year that they liked best, I was pleasantly surprised when more than half the class included his visit as one of the outstanding experiences.

Why not include current denominational events along with the daily news reports? Encourage the class to read the *Review and Herald* to discover interesting news items and pictures about our church and missionaries. Often there are news items in the union conference bulletin about your own area, with pictures of people you and the children know.

A pastor-led tour through the church can be very effective if adapted to the age group. He should explain to them the use of the various rooms. He should show them the baptistry, the robes, the rooms where the candidates prepare for baptism. He should explain how the church members' names are kept. He may show them his study. They should see his files and prepared sermons, and his filled book

To page 27

THE excitement had reached its peak—this was the great feast day for the "Hebrew" children of the third grade, dressed in long robes and sashes, turbans, veils, and sandals.

Even in the jubilation, however, there was a solemnity as the young children realized the significance of the early experiences of God's people. The last night in Egypt, the story of the little girl who could not sleep until she saw the blood sprinkled upon the doorpost, desert wanderings, and settlement at last in the new land—all these stories were remembered by the children as they sipped their grape juice.

Seated in cross-legged fashion along the "table" (made from white paper extending nearly the full length of the floor) the children ate food similar to that eaten by the Hebrews of old.

The classroom had been a busy place for weeks in preparation for the feast. In one part was the Hebrew tent home, with its black roof extending over the striped sides of scarlet, gold, and purple. Beside the tent was the well, overshadowed with shrubs and leafy green palms. At the back was a mural depicting town and country life, showing a long camel

caravan leaving the city well and making way for a flock of sheep brought there by the shepherd. There were maps the children had made showing the route of the Hebrew children. Even this was not all. There were pottery dishes, scrolls, and weaving—even sandals—made by the children.

Children are by nature artists, mechanics, craftsmen, and scientists. They are eager to explore, observe, and investigate everything. What better way to prove this than to have a project such as this one? Every child participated in some way. Three boys found large smooth stones to be used in grinding wheat for the unleavened bread; two girls washed the stones; a mother brought the cream in a small, tin churn, and each child had his turn at churning cream into butter; others brought olives, dates, figs, and grape juice. The food committee had carefully selected each item after studying the Biblical references. The whole class had part in kneading the bread, which was then baked.

The teacher had made careful preparation to make the unit as meaningful as possible. Her objectives were:

1. To make Bible men and women real persons;

Bible Experiences in the Classroom

Nellie G. Odell

ELEMENTARY TEACHER
MODESTO UNION ACADEMY

*as told to
Romayne Godwin*



First- and second-graders develop a mural of Creation week as a part of the Bible program. Wilma Owen, teacher, Redding church school.



Colleen and Nyla built this model of the sanctuary to illustrate the topic being studied in their Bible class. Marvin Seibel, elementary teacher, Rio Lindo Academy.

to make the cities, rivers, and mountains real places.

2. To show God's loving care for His people today as then.

3. To encourage creative abilities in making vague concepts a reality to the children.

4. To conduct a program that would stimulate a lasting interest in the study of God's Word.

5. To provide experiences that would encourage skills in reading, social studies, music, and the language arts.

6. To establish wholesome social attitudes as a result of working and planning together.

She had read widely. *The National Geographic Magazine* and *Holiday Magazine* served as good sources. She had talked with parents and teachers who had studied the Hebrew language.

Descriptive materials were made available to the children; pictures had been mounted on boards; a reading list was easily accessible. Maps were featured. Because the children had learned to make freehand drawings of the country, the places were

Bulletin boards stimulate interest in the world-wide missionary endeavors of the church. Jack Orr, elementary teacher, La Sierra College.



already familiar to them. They could point out Mount Nebo, the Sea of Galilee, Jerusalem, and other places. Their questions were surprisingly good: What is the source of the Sea of Galilee? How long is the Jordan River? and others. The questions were placed on the blackboard and copied for permanent reference. They then began reading and reporting on their findings. Committees were formed to study particular phases of the project.

For many the Bible came alive for the first time. Children gained an idea of how God's children lived, dressed, ate, and worshiped. Their interest extended far beyond that, however. Some made beautiful turbans, robes, sandals, and wore them during the activity. In this third-grade group were artists, tentmakers, scribes, potters, carpenters, shoemakers, and weavers.

In these activities the material outcomes were evident and the children had experience in thinking problems through together. The study of God's Word became real and vital in each life.



Students enjoy Palestinian refreshments as they learn about customs and products of Palestine at the Holy Land Museum. Ronald Hastings, teacher, Santa Monica church school.

Currents and Eddies

(From page 32)

At Home and Abroad In accepting the honorary chairmanship of the 1963 annual Worldwide Bible Reading program of the American Bible Society, President Lyndon B. Johnson wrote:

"The Bible in any language enriches and stabilizes it and makes it a more potent instrument of literary and cultural expression. Of more significance, however, is the fact that it gives to conscience and social concern in these countries [currently 131 using the program] a common vocabulary of moral expression, furnishing a standard of conduct by which tyranny can be brought to judgment, and gives to the weary, the oppressed, and the heavy laden an articulation of rights which they can plead before the bar of world conscience. I hope that while we properly share this Book with other

nations we will read it at home and keep its truth and vision clear in our own beloved country."

We are not only the architects of our structures but we must lay the bricks ourselves.

—NORMAN H. SCHULTZ

How wonderful life would be if we could only forget our misfortunes as easily as our blessings.

Charles Simmons gave us a sentence sermon when he wrote, "No man has a right to do as he pleases, except when he pleases to do right."
—Church and Home

A Princess of Bible Teachers

A Tribute

Tracing through in her inimitable manner, Mrs. Alma E. McKibbin in her *Step by Step* (An Autobiographical Sketch. Washington, D.C.: Review & Herald Pub. Assn., 1964. 96 pp.) tells how she taught herself the first of the three R's and how she read every word in the church periodicals to which her mother subscribed—the *Advent Review and Sabbath Herald*, *The Youth's Instructor*, and the *Good Health* magazine.

She had struggled as the only beginner in a large, ungraded country school. Prejudice and illness were against the little girl. Because of her eagerness to learn she asked so many questions that her schoolmates dubbed her the Question Box—and gave her the more uncomplimentary names Fatty and Freckles.

Mrs. McKibbin became a teacher, and today, over 92 years of age, she is well loved and equally revered. At this advanced age she dictated the copy for "Bible Lessons for the Church School" in this issue of THE JOURNAL.

Along with Sarah Peck, Katherine Hale, G. H. Bell, and other authors, Mrs. McKibbin shares the gratitude of the Seventh-day Adventist Church for the instructional materials in Bible teaching that have meant so much to the church schools. Not having any material, she wrote lessons herself for the thirty boys and girls in her one-teacher, nine-grade school, her first church school—two lessons every night in her cold little room upstairs in the northwest corner of her house; one lesson was for grades 1-4, the other for grades 5-9, and an outline for a nature lesson was included. Resourceful, patient, indefatigable, trustful, dedicated, she has always loved her pupils and students on the elementary, secondary, and college levels.

Her own words inspire the spirit of resignation: "And now the shadows lengthen. Soon it will be time to say good night with a smile." This is the princess of Bible teachers who has helped her boys and girls and youth to know her Father too.

By the Editor

Bible Lessons for the Church Schools

(From page 19)

preparatory department at Pacific Union College. Again I wrote lessons on the blackboard. These were copied by the students into permanent notebooks. They added notes, maps, and diagrams gleaned from the recitation period. At the end of the year each student had a textbook of his own. This suited me perfectly, but as other academy teachers wanted a textbook, I finally prepared copy, which was published in 1918 and revised in 1927.

Each of my five textbooks has been revised twice, one of them three times. I am very thankful that in the early days of the church school work God helped me to supply a need for Bible lessons. It meant long years of effort, but the study and research in the Word of God was the greatest blessing in my experience. As is the case in everything we do for others, I reaped the greatest benefit. "It is more blessed to give than to receive."⁵

¹ Ellen G. White, *Life Sketches*, p. 350.

² *Ibid.*, *Counsels to Parents, Teachers, and Students*, p. 16.

³ *Ibid.*, p. 15.

⁴ *Ibid.*, *Testimonies for the Church*, vol. 6, p. 185.

⁵ Acts 20:35.

It is when we forget ourselves that we do things that are remembered.

The world is not interested in the storms you encountered, but whether you brought in the ship.

I divide the world into three classes: the few who make things happen; the many who watch things happen; and the vast majority who have no idea of what happens. We need more people who make things happen.

—NICHOLAS MURRAY BUTLER

The difference between coaching and criticizing is your attitude.

—FRED SMITH

I do the very best I know how; the very best I can; and I mean to keep on doing it to the end. If the end brings me out all right, what is said against me will not amount to anything. If the end brings me out all wrong, then a legion of angels swearing I was right will make no difference.

—ABRAHAM LINCOLN

THE JOURNAL OF TRUE EDUCATION

Healthful Living—What Is It?

(From page 15)

tains every day. Bicycling is dangerous on our highways and streets. This is all very true. There are, however, very few people so situated that they cannot get in vigorous walking daily. This is one of the best exercises generally available to us.

Walking, in all cases where it is possible, is the best remedy for diseased bodies, because in this exercise all the organs of the body are brought into use. . . . There is no exercise that can take the place of walking.³

It is inexpensive; you need to pay no club fees to become eligible to this pleasant and profitable recreation. Those who daily take advantage of this most desirable form of activity are adding health, pleasure, and years to their lives. Try it! We read on page 173 of *Counsels on Health* the following statement: "More people die for want of exercise than through overfatigue; very many more rust out than wear out."

Regularity in Eating

Among factors important to health, mealtime regularity is highly significant. Today's strenuous and demanding work schedule leaves little chance for flexibility in our home life—including mealtimes. Some members of the family must be at work at eight o'clock or earlier. Other members must be at school a little later. This requires an early breakfast, not always popular with all members of the family. At noon most members of the family are scattered to school, factory, office, or fields, not to be brought together again till evening. This usually results in a somewhat inadequate noon meal, snack, or box lunch. Some families then complete the day's nutrition with a heavier evening meal. Typically, in many families there is a light, inadequate, or skipped breakfast, at noon a light lunch, and at night a heavy dinner. It may sometimes seem that with the work program what it is, there is no alternative to this obviously unsatisfactory eating schedule. One of the most important considerations in our eating habits is the practice of getting a good breakfast. Every member of the family should have a substantial breakfast. A good cereal (preferably a hot cereal, improved with raisins, dates and nuts), fruit (fresh or canned), fruit juice, milk, hot toast, honey, preserves, marmalade, eggs (not too frequently), are among the staple foods from which a good and satisfying breakfast can be made.

Wherever possible the noon meal should be a substantial one. If the children are at home make the midday meal the dinner hour for them. If they are at school and meals are not served there, send the best lunch possible. If other members of the family cannot get home for the noon meal they should eat a substantial meal elsewhere.

Under some circumstances persons may require a third meal. If this is necessary, having had a good breakfast and a good noon meal, the family can then settle for a light evening meal. Soup, toast, milk, fruit, olives, bread, butter, peanut butter, and honey or preserves are among the items from which a light, tasty, and nourishing evening meal can be prepared. It may require some education to get away from the heavy evening meal, but the family will be well rewarded for the change.

An altogether too common practice in America is that of snacks at irregular times. Sandwiches, milk shakes, and malts, between meals serve to disturb digestion and to impair the appetite for the regular meals. Such irregularity in eating habits may result in indigestion or worse. Those who eat between meals usually have poor appetites for the regular meals, and at bedtime feel the need of food. Eating at bedtime disturbs the sleep, may upset the digestion, and leaves one with a poor appetite for breakfast. This is often the reason some people skip breakfast. It is definitely an undesirable practice. Eat nothing after your light evening meal and be ready for a solid breakfast to start the day.

Regularity in Sleeping

As regularity in habits of eating is important so also is regularity in our hours of sleep. No one should attempt to get on with less than eight hours of sleep. Most people will not get their eight hours' sleep unless they are in bed by ten o'clock or ten-thirty. Neglect of sleep is a common fault of busy professional people. Some excuse their neglect of sleep on the grounds of necessity, or on the assumption that they are the exception and can get on with less hours of sleep. They may for a time, but there is an inevitable price and it is high. Don't neglect your regular sleeping hours. Such neglect may contribute to disease entities, such as nervousness, irritability, elevation of blood pressure, and possibly to serious systemic diseases. Your studies are important and your work is important, but not as important as your good health, which you cannot preserve if you neglect regular adequate hours of sleep.

³ Ellen G. White, *Counsels on Health*, p. 59.

⁴ *Ibid.*, p. 173.

⁵ *Ibid.*, p. 41.

⁶ *Ibid.*, p. 200.

Real communication between friends consists not in saying a lot, but in being able to leave a lot unsaid, although mutually understood.

Give the best you've got today. That's a recipe for a better tomorrow.

How to Teach the Bible

(From page 8)

ways that "mercy and truth are met together; righteousness and peace have kissed each other," and "mercy rejoiceth against judgment." You must teach the destruction of the earth by a flood, but do not forget to make the mercy of God in saving all who wanted to be saved as bright as the rainbow which forever is its symbol. In the seas of blood that flowed from Israel's altars lose not sight of the stream that flowed from Calvary's cross. Stress not the fasting and affliction of the Day of Atonement to the exclusion of the joy time of the Feast of Tabernacles. God meant His people to be happy. If they are sad, it is because someone has sinned. Sin makes sadness and sorrow, but true religion always brings joy and gladness.

Each lesson requires a special preparation. The teacher of spiritual things must have a present experience in the truth he teaches. This is as essential for the teacher who is to teach a lesson for the twentieth time as for him who has never taught at all.

One of the reasons why boys and girls find religious truth wearisome and distasteful is that it is stale. Stale food is never appetizing. Divine truth must come fresh and warm and living from the brain and heart of the teacher or it cannot take root in the heart of the learner.

The lesson scripture cannot be too thoroughly

studied. Before consulting the additional scriptures that may shed light on the subject, or reading commentaries or even the writings of the Spirit of Prophecy, know all that the lesson itself can tell.

This, of course, requires time, prayer, study, and meditation. You do not have the time? Is the price of preparation for teaching the Bible too high? Then consider seriously the results of careless or inadequate preparation. Note the reaction on the boys and girls! First will be lack of interest; then follow indifference to the truth taught, unwillingness to study the lessons, and still greater reluctance to recite what they do know—the impression growing stronger as the days go by that the Bible is a very dull book. Sooner or later there is positive dislike for religious teaching, the conscience growing dull and hard under the reiteration of divine truth unaccompanied by the tender impressions and impulses of the Holy Spirit. Consider these results, dear teacher, and then ask yourself the question, Is any price too great that I may be prepared to teach the Bible—the blessed Book God has given—to little children that they may know Him and love and serve Him? Fortunately, yea blessed, is that teacher who can say when his work is done, "I did my best, my very best."

[The foregoing article is condensed from the *Teacher's Handbook on the Elementary Curriculum*, written by Mrs. Alma McKibbin and published by the Pacific Press Publishing Association in 1918. Its message, from this dean of Bible teachers, is as appropriate today as when it was first written. Reprinted by request.—THE EDITORS.]

FORM AND CONTENT

THE teacher skilled in the observation of children and the understanding of behavior will discriminate between the "form" and "content" of their actions. His interest in the child will focus not so much in what the child did, but rather in why the child acted in this way. Thus the critical observer will concentrate less on what form a behavior takes or what appears to have happened, and will consider what content or meaning might be involved for the individual.

For examples, both Harry and Harvey have been discovered stealing coins from the teacher's purse. First impulse may be to brand the youngsters in each of these situations as thieves and punish them accordingly.

To Harvey the act meant he could now obtain a lunch that otherwise he could not afford. Suppose also that he gains prestige in his gang or peer group, which regards the act as a sign of courage.

Harry feels that he has been deprived by his parents of affection or respect, and by "taking" from

another adult who is emotionally important to him he symbolically recovers a portion of that which has been denied. Thus the same act or "form" has a different "content" for each of these boys.

Although the act of stealing is a danger signal in both examples, the teacher can make a serious error by judging and disciplining these boys on her own personal standard of social behavior.

Harvey's lusty filching, although socially delinquent, is not necessarily "unhealthy," as it is an attempt to satisfy physical hunger and enhance peer group identification. Harry, on the other hand, exhibited an attempt to restore satisfaction within a seriously deprived emotional life. Discipline in these cases requires a wise examination of both "form" and "content."

Carlyle F. Green

COORDINATOR OF PSYCHOLOGICAL SERVICES
MONTEREY COUNTY OFFICE OF EDUCATION
SALINAS, CALIFORNIA

Children haven't changed much in the past forty years—that's what worries parents and teachers.

Everything comes to him who hustles while he waits.
—Supervision

Modern children who run away from home may be looking for their parents.

—JACK HERBERT, *American Legion Magazine*

"Keep Them for Thee"

(From page 21)

shelves. He may explain the use of the tithe and how the money is used from various offerings. This tour can give children an enlarged concept of the important functions of their own church. I overheard one fourth-grader say to another on the way home from such a visit, "I'm not afraid to be baptized now if that's all he does, are you?"

If there is a Book and Bible House store near you, the person in charge will gladly show your group of pupils the many books and other materials published by our denomination. Maybe they can purchase a book or a music album for their classroom use.

Make a display of as many different denominational periodicals as you and the class can collect. Have a denominational yearbook in the classroom. Call attention to the list of names of employees and missionaries whom we support. From the use of the yearbook many activities may arise. Our institutions may be located on a large world map placed on the bulletin board. Committees may be chosen and a different type of marker decided upon for each kind of institution—colleges, hospitals, publishing houses. When studying California, one teacher had her children mark the locations of all the church schools within the local conference.

Denominational development both past and present should be brought into the geography class. Letters may be written to our missionaries. Tell a mission story from the country being studied, or be prepared to relate the story of the way the message first entered there.

There are endless ways in which we may help our students feel a part of this remnant church. There are little ways such as using the possessive pronouns, *our* and *we* when speaking of the work or workers and the specific reference to some part of the Lord's work in the teacher's prayer each morning. It may be the General Conference presi-

dent for whom she asks God-given wisdom. It may be for pastors or evangelists. It may be for missionaries or for other church schools. She may pray for divine protection of our church property.

Care should be taken in the above-mentioned activities that in no way we give the impression that we are bragging or boasting. We feel very humble and grateful when we see how God has led His dedicated men and women. We must never forget that there are great things yet to be accomplished. God is looking to our church schools for boys and girls who will be willing to be used in a special way to finish carrying the gospel to all the world.

As we strive to anchor our children firmly to the church let us remember this promise: "The deep engraving of truth in the heart is never wholly effaced. It may be obscured, but can never be obliterated. The impressions made in early life will be seen in afteryears."²

Mabel R. Miller

ELEMENTARY TEACHER
SAN DIEGO UNION ACADEMY

¹ Ellen G. White, *The Adventist Home*, p. 484.

² ———, *Testimonies for the Church*, vol. 6, p. 359.

In Balance or Out?

(From page 9)

not merely blanks to fill in and pictures to color but ideas to be discussed, questions that demand personal involvement on the part of the learner, suggestions for the study of the Bible and Ellen G. White's writings, and a wealth of varied activities to challenge the inquiring mind of the alert student.

There is more. Each textbook has an accompanying guidebook, a rich source of suggestions for techniques and procedures to make the study of the Bible a rewarding and stimulating experience in Christian growth.

In the guidebook are found ideas for presenting, for developing, and for summarizing each topic; suggestions for enrichment materials of many kinds; evaluating tools, illustrations, and many other helps for the teacher.

Only as the Bible, the writings of Ellen G. White, the textbooks, the teacher's guidebooks, and the companion books are used together can the most effective work be accomplished and a balanced program be offered. Through prayerful, conscientious study and the use of these tools, teachers may confidently work toward the achievement of the goal, that they may "know him."

What about the Bible program in your classroom? Is it in balance or out?

Measuring Success in Bible Teaching

(From page 5)

eager questions. But as the years go by, despite our best efforts in the teaching of Bible and religion, so much of this wonderful keenness of interest seems to evaporate. There are undoubtedly many factors contributing to this condition, but is it possible that a major factor may be a superficial overfamiliarity resulting from constant repetition of that which was once so wonderful? The excitement of discovery is no longer there. On the contrary, the highest scholastic grades in Bible are sometimes earned by those who have acquired the greatest skill in merely reflecting with accuracy the teacher's thought.

To serve our students well, we must keep alive their interest in the study of religion. What is more stimulating than free, individual inquiry into the things about God? And surely none of us have reached the limit to what may be known, even by our finite minds, about our infinite Creator.

The purpose of all Bible study and of every Bible class is ever-increasing knowledge about this infinite Person. The result will be ever-increasing admiration, love, and trust. Such regard for God will mean that we shall become ever more like Him, and His image in us will thus be restored.

It is the will of God that each professing Christian shall perfect a character after the divine similitude. By studying the character of Christ revealed in the Bible, by practicing His virtues, the believer will be changed into the same likeness of goodness and mercy.⁴

It is our job as Bible teachers to lead students in such study and discovery.

It is significant to notice in the quotation that the character of Christ is revealed in the Bible. All Scripture, from cover to cover, reveals the truth about God. Our students must be led to inquire into the meaning of every event and detail of the Biblical record. What does this reveal to me about God, the kind of person He is, and hence the kind of person He wants me to be?

I once asked a group of children returning home from school what they had learned about God in their Bible class that day. "Oh, we never talk about Him," replied one eager student!

It is possible to teach all the doctrines in such a way that, though every text may be faithfully memorized, there is no increase of love and admiration for Christ. On the contrary, He may even appear to be less lovable. But the whole purpose of our teaching about the seventh-day Sabbath and Christ's ministry in the heavenly sanctuary is to convey vital information about the kind of person God is and how He treats His people. The picture thus drawn of our great God serves as a basis for establishing a saving relationship with Him.

We have received invaluable advice as to the most

effective way to lead our students in such free, inquiring study.

Let them [the teachers] step down, and by their manner say to the students: "I will no longer stand so far above you. Let us climb together, and we will see what can be gained by a united study of the Scriptures. . . . Let us study together. . . . The Bible is your guidebook and my guidebook. By asking questions you may suggest ideas that are new to me. Various ways of expressing the truth we are studying will bring light into our class. If any explanation of the word differs from your previous understanding, do not hesitate to state your views of the subject." . . . This is the way in which the schools of the prophets were conducted.⁵

Students should be led to think for themselves. . . . Let them repeat these truths in their own language, that you may be sure that they clearly comprehend them. . . . It is not enough that the student believe the truth for himself. He must be drawn out to state this truth in his own words.⁶

It is so much easier to test our students if they use the teacher's words rather than their own. It is so much easier if we place a premium upon their merely reflecting our own thoughts. In other words, our work as Bible teachers seems so much more efficient if we do not assist our students in recovering the image of God within them, their precious individuality, their power to think for themselves.

To achieve real success as Bible teachers evidently lays certain demanding but highly desirable responsibilities upon us. In the first place, we shall need to know our Bibles very well ourselves. If our students are free to inquire about all that they read in that sacred volume, we must be prepared to discuss their questions against a wide background of knowledge in the content of Scripture.

Even more important, we must have a broad and intimate knowledge of the Person there revealed, and we must be able to demonstrate to our students, on the basis of adequate evidence, that all of Scripture is important and relevant, that indeed "all Scripture inspired of God is profitable," because all Scripture serves as a revelation of God.

Above all, we must have respect for the image of God in our students. Then we shall be eager to encourage their questions about God. We shall be glad to see their growing sense of freedom and individuality. We shall be glad to see them becoming ever more like Him.

In other words, the more we teachers are like God ourselves, the more effective our Bible teaching will be. If we know God ourselves, and if we prize His image within us, our own freedom and individuality, we shall treat our students as we should, as God would treat them, and we shall seek to provide for them the same liberating, transforming experience that we ourselves enjoy.

¹ Ellen G. White, *Education*, pp. 15, 16.

² *Ibid.*, p. 17.

³ Ellen G. White, *Testimonies to Ministers*, pp. 109, 110.

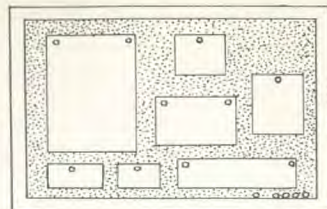
⁴ ———, *Counsels to Parents, Teachers, and Students*, p. 249.

⁵ *Ibid.*, p. 436.

⁶ *Ibid.*, p. 434.

MON	TUE	WED	THU	FRI
WORSHIP				
NOON				

These ARE OUR SCHOOLS



OVERSEAS

► J. B. Cooks, secretary of education in the Trans-Africa Division, recently visited the **Indian Ocean Union Training School** (Madagascar), which is administered by the Southern European Division, to view the prospects of sending students from French-speaking areas of the division—the new nations of Rwanda, Burundi, and the Congo Republic—to take academic work beyond the level now offered at Usumbura in Burundi. The first contingent will probably be three students, with more to follow.

► In **Malawi** (formerly Nyasaland), one of the newly independent countries of Africa, the Seventh-day Adventist Church is now operating only 17 schools, including the training schools of Malamulo and Matandani, where a couple of years ago the church administered 90. The other schools have been taken over by the government.

► The **Trans-Africa Division** reports for the present school year: enrollment, 86,830 students; staff members, 2,308; and 23,000 students in the baptismal classes.

► The **Middle East Division** reports 100 per cent participation this year with the teachers in every school in the division subscribing to **THE JOURNAL OF TRUE EDUCATION**. Would that this were true of each division. *Congratulations* for setting the pace!

► Dr. Arthur Ray Corder, dean of the school of science and technology, is the acting president of **Philippine Union College**. He has taken the place occupied since 1952 by Dr. R. G. Manalaysay, who left with his wife last July to assume the post of exchange professors at **Walla Walla College**. Dr. Corder, teaching in **Philippine Union College** since 1956, is a graduate of Mount Vernon Academy and Southern Missionary College with a Bachelor of Arts degree in chemistry. He earned his Master's and Doctorate degrees from Vanderbilt University, both in the field of inorganic chemistry.

► The **Middle East Division**, with a church membership of 2,350 and a Sabbath school membership of 4,467, sends a report of progress in their school system. For the 1963-1964 school year there was an increase of more than 400 students, making an enrollment total of 2,069. About one fourth of these come from SDA homes. These schools are manned by 136 teachers. Last year there were 43 baptisms, compared with 23 the

year before; and 17 graduates entered denominational work, compared with 5 the year before. Elder G. Arthur Keough, president of **Middle East College**, is acting secretary of education for the division.

ELEMENTARY

► The new **Sligo Elementary School** (Maryland) opened this year with a staff of twelve full-time teachers and a part-time music teacher, school secretary, cafeteria manager, and custodian. The school plant is unusual in that it includes six special-project rooms, a dark room, and a pastor's counseling room. There is a fully equipped library and a full-time librarian. Other rooms are a faculty room, health clinic, office suite, music room, teacher-training room, auditorium-gymnasium, and a large multipurpose room that serves as a cafeteria and church activity room. The multipurpose room, stage, and auditorium can be divided into three separate rooms by electrically operated folding doors. The public address system can provide recorded programs to all parts of the building, and the building is wired for educational television. Future plans call for an extension to accommodate an additional 200 pupils, then providing facilities for a total of 550.

SECONDARY

► The Board of Regents met October 27 and 28 in its 1964 session to review the secondary schools and schools of nursing in the North American Division. This Board consists of four academy principals, three union secretaries of education, two representatives from our colleges, two from our universities, one from the General Conference Medical Department, and the four secretaries of the General Conference Department of Education. The following institutions were accredited:

Academies (Accredited—55)

Adelphian	Holly, Michigan
Andrews University Academy	Berrien Springs, Michigan
Armona Union	Armona, California
Auburn	Auburn, Washington
Bass Memorial	Lumberton, Mississippi
Battle Creek	Battle Creek, Michigan
Blue Mountain	Hamburg, Pennsylvania
Broadview	La Fox, Illinois
Campion	Loveland, Colorado
Cedar Lake	Cedar Lake, Michigan
College View	Lincoln, Nebraska
Columbia	Battle Ground, Washington
Enterprise	Enterprise, Kansas
Far Eastern	Singapore, State of Singapore
Fresno Union	Fresno, California

Gem State	Caldwell, Idaho
Glendale Union	Glendale, California
Golden Gate	Oakland, California
Grand Ledge	Grand Ledge, Michigan
Hawaiian Mission	Honolulu, Hawaii
Highland	Portland, Tennessee
Indiana	Cicero, Indiana
La Sierra	La Sierra, California
Laurelwood	Gaston, Oregon
Lodi	Lodi, California
Loma Linda Union	Loma Linda, California
Lynwood	Lynwood, California
Maplewood	Hutchinson, Minnesota
Milo	Milo, Oregon
Modesto Union	Modesto, California
Monterey Bay	Watsonville, California
Mountain View Union	Mountain View, California
Mount Ellis	Bozeman, Montana
Mount Pisgah	Candler, North Carolina
Mount Vernon	Mount Vernon, Ohio
Newbury Park	Newbury Park, California
Oak Park	Nevada, Iowa
Orangewood	Garden Grove, California
Ozark	Gentry, Arkansas
PUC Preparatory	Angwin, California
Platte Valley	Shelton, Nebraska
Portland Union	Portland, Oregon
Rio Lindo	Healdsburg, California
Sacramento Union	Carmichael, California
San Diego Union	National City, California
San Fernando Valley	Northridge, California
San Pasqual	Escondido, California
Shenandoah Valley	New Market, Virginia
South Lancaster	South Lancaster, Massachusetts
Southwestern Union College	Keene, Texas
Sunnydale	Centralia, Missouri
Thunderbird	Scottsdale, Arizona
Upper Columbia	Spangle, Washington
Walla Walla Valley	College Place, Washington
Wisconsin	Columbus, Wisconsin

Schools of Nursing (Approved—11, Including College, Diploma, and Master's Programs)

Columbia Union College	Takoma Park, Maryland
Glendale San. and Hosp.	Glendale, California
Hinsdale San. and Hosp.	Hinsdale, Illinois
Loma Linda University	Loma Linda, California
New England San. and Hosp.	Stoneham, Massachusetts
North York Branson Hosp.	Willowdale, Ontario, Canada
Pacific Union College	Angwin, California
Paradise Valley Sanitarium	National City, California
Southern Missionary College	Collegedale, Tennessee
Union College	Lincoln, Nebraska
Walla Walla College	College Place, Washington

HIGHER

► Loma Linda University has made provision in its Schools of Medicine, Dentistry, and Nursing for overseas mission-field experience for students interested. An elective program makes it possible to spend between three and six months overseas during the four-year training period.

► Walla Walla College has added two foreign tours to its academic program. One is the fine arts tour of Europe and the Middle East, giving college credit in literature and history. The second is the linguistics study tour of Mexico, which will be of special help to elementary, secondary, and college teachers, as well as students majoring in language.

► Because Loma Linda University needs its pasture land for building space and because the railroad near

the campus will be constructing an overpass where the dairy is now situated, they have sold 61 cows to La Sierra College, increasing La Sierra's herd of productive cows to 360 with a maximum output of 20,000 gallons of milk. Two new refrigerated trucks and other new equipment have also been added. La Sierra will now provide milk for the Loma Linda University store, hospital, academy, grade school, the new milk store, and the Golden State Milk Company, as well as for their own needs; and under a new contract the college will supply milk to the Riverside County hospital, jail, and juvenile hall.

► La Sierra College has planned a 72-day tour round the world for the summer of 1965. It will be possible to earn six hours' credit in Western Civilization, three hours in Renaissance History, three hours in Eastern Mediterranean History, and two hours in Far Eastern History.



[In faculty and staff meetings some of these case studies may be used to springboard profitable discussions.—Editors]

Case Study No. 3:

Drawing is primarily a language to the child, a form of expression as he communicates his likes and dislikes. Drawing what he knows rather than what he sees, he exaggerates items of interest, importance, and emotional relationships in the world of which he is a part.

Teacher: "Donny, you like to draw pictures of your home—your house and your family, don't you?"

Donny: "Yes, I do. How do you like this?"

Eight-year-old Donny had drawn a two-story frame house in cross-section. He had drawn himself large in one of the bedrooms on the second floor. Out in the yard in smaller perspective he pictured his father working on the lawn with a hand mower. He drew himself again large walking between his mother and sister down the path away from the front gate. His younger brother he placed in the bottom left-hand corner of the yard, playing with a goat.

DISCUSSION: (1) What does Donny expect of himself? (2) For what is he really seeking? (3) Can you suggest some implications on the playground and in the classroom from what you see in Donny's drawing?

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Teacher's Guidebook) \$59.50

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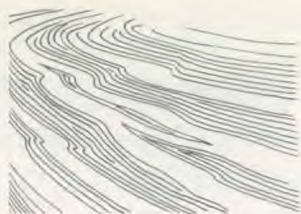
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Editorial

CURRENTS & EDDIES



Bible Conference In observance of the third jubilee of the Netherlands Bible Society, the United Bible Societies convened its first worldwide summit conference on the Bible in Driebergen, Holland, June 22-26, 1964. Seventy leading churchmen from thirty-nine countries and representing twenty-four denominations issued a call for greater use of the Holy Bible throughout the world. The purpose of the conference was to consider how in practice the Holy Bible can become the Book of the World. The leaders declared: "Our conviction is that if we have the courage to use the Scriptures today, to listen to the Holy Spirit speaking to us in our tongues about our own times, we shall find these words to be in truth, 'God's word for a new age.'"

First Textbook The first textbook for the child should be the Holy Scriptures. From it parents are to give, clearly and simply, wise and practical instruction. The parents as instructors will reveal in their examples the degree to which they subscribe to the precepts of the Book.

Christian teachers in church-related schools are charged with the responsibility of further extending this saving knowledge for the optimum development of each child and youth, bringing them in their sincere desire to arrive at truth in touch with the unseen and mighty Intelligence.

Rapid Retrieval An unprecedented volume of paperwork in school, government, and industry has made filing operations increasingly complex. Inefficient methods of filing and retrieving data in the office cost American industry alone in excess of \$1 billion annually. Where should records be stored, and what should be kept to a minimum? Can we find in school, office, and classroom the correspondence, records, and materials quickly needed? Automation of record-keeping systems is currently proving to be a satisfactory solution for efficiency in filing and retrieval where voluminous records are required. Is your system workable?

Better Teachers The teaching profession should be able to recruit from the country's top drawer of youthful intelligence, academic achievement, and moral worth. The National Commission on Teacher Education and Professional Standards recognizes that among five key areas of teacher education "once the top-quality student is enrolled, he should be exposed to the best experience and best teachers higher education has to offer. Since he will tend to teach as he is taught, his college mentors must be exceptional human beings—sensitive, curious, creative, intelligent, and ethical."

Guidance Camp The Loma Linda University church organized for academy students in the Loma Linda-San Bernardino area a career guidance camp at Cedar Lake Falls during one weekend last

summer. University, La Sierra College, and community personnel counseled academy-age students on the choice of careers in this commendable project.

The young students were given the opportunity to learn of almost 50 careers by separating into small groups in accordance with their areas of interest. Group leaders discussed their specific careers with the students and answered questions.

Audio-Visual Restricted budgets and "thumbs down" should not dampen the ardor of teachers who need audio-visual materials. Aside from lists of free instructional materials, teachers and students may construct worth-while aids for instructional use. Effective teaching charts, inlays, puzzles, clocks, story sets, geometric forms, alphabets, arithmetic boards, and maps are among the possibilities of creative design.

A little planning, budgeted time, scissors, pencils, pen, ink, papers, pictures, and cardboard, plus some skill, will produce usable A-V attractions for the classroom.

Desk Needs Ready reference needs for the study or desk of the teacher include a Bible, concordance, standard abridged dictionary, and a current almanac. With these few tools one will be surprised at the amount of information at the finger tips.

Average Speller Financed with Federal funds, "Project Talent" is resulting in detailed information about the achievement, aptitude, interests, and personality characteristics of American high school students. Some 450,000 students in 1,357 high schools across the country point up the profile.

The test results show that the average ninth-grade student can spell correctly about 83 per cent of the 5,000 most common words in the English language. By the time the youth are twelfth-graders, they can spell 93 per cent of the words. This may be owing not only to mental growth but also to selective dropout. It is encouraging, at least, to know that Johnny and Mary may spell better than the person who receives letters from them thinks they can.

Shabby Speech Most teachers and students are more concerned over their dress habits than their speech, and maybe that is proper. But the voice and speech should be attended to. They should not be neglected.

Correct speech habits and proper voice training are hallmarks of a respected teacher. Slow, clear, distinct utterance should be characteristic of the instructor, supported by deep breathing aided by the abdominal muscles and diaphragm.

Deep breathing, clear enunciation, proper pronunciation, effective articulation, and appropriate pitch will do much to dress up speech. Speech is known to affect student attention and classroom discipline. Is your speech well dressed?

To page 23