The JOURNAL of TRUE

Education

VOL. 1, NO. 5 DECEMBER, 1939

WASHINGTON MISSIONARY COLLEGE LIBRARY

CONTENTS

Our Colleges as Training Centers for Missionaries
By E. Roy Warland .... *page* **3**

The Value of a Course in Children's Literature
By Madge Haines Morrill **6**

Guidance in the Academy
By Harry E. Edwards **9**

Effective Discipline
By May Cole Kuhn **12**

The Slow-Learning Pupil
By Vera E. Morrison **14**

The Intermediate School
By George M. Mathews **18**

Premedical Training
By Harvey A. Morrison **20**

This Could Happen in Your School, Too!
By Edward L. MacDonald **21**

I Chose a Small College
By Harold Yeats **22**

An Educational Glimpse of the Southland
By Clifford A. Russell **23**

News From the Schools **24**

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

2 GOOD AND SUFFICIENT REASONS why—

College and Academy Teachers Should Be Constant Readers of THE MINISTRY

1. All ministerial and Bible worker students of the movement pass under your tutelage. This journal is the official organ of the Ministerial Association, published under the direct auspices of the General Conference. It presents a constant stream of molding messages from our world leaders, and well-rounded discussions of ministerial methods and plans. It contains research findings along archeological, historical, scientific, and Biblical lines. It is needed by the teacher both for his own sake, and for his guidance in the training of prospective workers. It will help you prepare your students to fit into the denominational program.

2. All premedical students likewise pass through your classroom, and their concepts and ideals take definite direction under your guidance. The implanting of a true medical missionary purpose is the avowed objective of the recently formed Medical Missionary Association. To foster this, each issue of THE MINISTRY contains an eight-page Medical Missionary section, filled with practical material from our ablest medical workers. THE MINISTRY has been adopted as a study text to be used throughout the four-year medical course at the College of Medical Evangelists. Consequently, all teachers of premedical students need monthly contact with this official medium of intercommunication.

Send for Sample Copy. Arrange through your institution for special worker rates.

EDITORIAL OFFICES

The Ministry

FOR GREATER POWER AND MORE EFFICIENCY

TAKOMA PARK, WASHINGTON, D.C., U.S.A.

California College of Medical Technicians

San Gabriel, California
(Suburb of Los Angeles)

Offers the following one-year courses:

X-Ray

Physical Therapy

Medical Office Assistant

NEW CLASSES BEGIN EACH FEBRUARY and SEPTEMBER

Write for bulletin

Open All the Year

THE WORLD IS OUR CAMPUS

THE HOME STUDY INSTITUTE, cooperating closely with the resident colleges of the denomination, offers a large variety of college and secondary courses which can be carried on in the leisure moments of a busy life.

Ministers, Bible workers, teachers, and men and women in all walks of life can pursue studies suited to their needs under the personal guidance of our staff of highly trained teachers.

The cost need not average more than $1 a month, depending upon the rate of progress.

Our catalogue is yours for the asking.

HOME STUDY INSTITUTE
Takoma Park, Washington, D.C.

The JOURNAL of TRUE
Education

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

Our Colleges as Training Centers for Missionaries*

E. Roy Warland
EDUCATIONAL SUPERINTENDENT, SOUTH ENGLAND CONFERENCE

THE great commission—the closing words of Matthew's Gospel—indicates the essential characteristics of a successful missionary.

1. "All power is given unto Me in heaven and in earth—" confidence in and dependence upon the authority and omnipotence of Christ.

2. "Go ye therefore—" the sense of a direct personal call to distant service, involving separation from home and loved ones.

3. "And teach—" an appreciation of the method of the Master—the "teacher come from God."

4. "All nations—" a brotherly feeling to men of every country, whatever the color or the customs.

5. "Baptizing them—" a parental love for those whose spiritual birth has been to the teacher an experience of travail.

6. "In the name of the Father, and of the Son, and of the Holy Ghost—" appreciation that God and Christ and the Spirit must be more to the converts than the missionary, or even the denomination.

7. "Teaching them to observe all things—" ability to proclaim a full and complete gospel.

8. "Whatsoever I have commanded you—" allegiance to the Master, whose ambassadors we are.

9. "And, lo, I am with you alway—" consciousness of the Saviour's presence in every circumstance: in success, in apparent failure, in temptation, in danger, in perplexity, in ill-health, and even in death.

10. "Even unto the end of the world—" a vision of the consummation which we hasten as we fulfill the Saviour's prophecy, "This gospel . . . shall be preached in all the world . . . unto all nations; and then shall the end come."

The task that confronts us emphasizes the need for just such workers as the commission suggests. Nineteen centuries after Calvary we are faced with nine hundred million heathen—a host so vast that at the rate of one a second we should need about thirty years to count them! Our own division has accepted direct responsibility for vast areas in Africa, a continent so vast in extent and in its problems that it caused the founder of the "Heart of

* The summary of a paper presented at the Educational Council for the Northern European Division, Onsrud Mission School, Norway, August 1-7, 1939.

Africa Mission" to exclaim, "God needs not nibblers of the possible, but grabbers of the impossible."

Some of its problems may be stated briefly:

1. Languages—over 500 tongues in which "the everlasting gospel" is to be preached in fulfillment of Revelation 14:6, 7—and we have gospel portions in only a few of them.

2. Customs—more difficult to understand than languages, many of them rooted in superstition and heathenism of the worst kind.

3. Climate—necessitating frequent furloughs which greatly interfere with the regular routine and progress of the work.

4. Disease—often depleting the European staff, or compelling experienced workers to return to the homeland.

These facts compel us to ask whether Africa can be evangelized in this generation. The need can be supplied only by bringing in a better-trained, better-equipped native ministry. Trained they must be if they are to work effectively in an Africa which is coming under the unsettling influences of rapid civilization, if they are to win not only the unsophisticated of the bush, but also those who, having migrated to towns or industrial centers, cannot be approached by poorly educated workers. European settlement and influence directly and indirectly affect the background of mission activity today, for as someone has said, "Civilization drives away the tiger and breeds the fox."

While there may be some places where we need the old-time pioneer-missionary who does all the work himself, the greatest need today is for men and women who can superintend and train native workers. The effectiveness of these native laborers will largely depend upon the vision and efficiency of those who train them and guide them in service. That vision and efficiency largely depend upon the colleges at home.

Principals and teachers, this is your task. The missions will use what you send, but they ask you for the very best. To describe the type of man needed, we can perhaps do no better than quote the words of David Livingstone—that far-sighted pioneer of African evangelism: "The sort of men wanted for missionaries are men of education, standing, enterprise, zeal, and piety. It is a mistake to suppose that anyone, so long as he is pious, will do for this office. Pioneers in everything should be the ablest, best-qualified men, not those of small ability and education. This especially applies to the first teachers of truth in regions which may never before have been blessed with the name and gospel of Jesus Christ. Qualifications are more important than numbers. Missionaries must be weighed rather than counted."

Various lists of necessary qualifications have been given, but personally I like that of the late W. J. W. Roome, for many years representative of the British and Foreign Bible Society in Equatorial Africa. It is short and to the point.

"Grace, Grit, Gumption: these are the qualities needed in the African mission field.

"Grace: Based on a thorough knowledge of the Bible, an implicit faith in it. The Bible, the whole Bible, and nothing but the Bible. A living faith in the whole Christ, in the whole Bible, for the whole world.

"Grit: Based on a living faith in the power of the Holy Spirit, a determination to go forward at all costs, amid any disappointments, knowing that, whatever may be appearances, Christ's kingdom is sure to conquer.

"Gumption: Perhaps the rarest of all qualities. The power to do the right thing at the right time, in the right place and in the right way, and to smile when doing it."

The missionary needs grace to "condescend to men of low estate." He needs

grace—sometimes plenty of it—to work harmoniously with others on the same station. He needs grace to be loyal to his fellow workers when opinions differ. He needs grace to develop self-control when, already worn out by work and possibly ill-health, men try his patience. He needs grace to work unseen, unsung, "as to the Lord, and not to men." Yes, it is heart missionaries we need.

"The missionary spirit is a spirit of personal sacrifice." [1] That's grit—not the grit that causes friction, but that which enables a man to "endure hardness, as a good soldier of Jesus Christ." That the missionary must pass a medical examination for physical fitness is obvious. "Grit" means more than ability to stand strain; it means willingness to do so. He will be in demand as doctor, dentist, counselor, arbitrator, as well as preacher, and must be willing to forfeit food and sleep to trudge many weary miles in tropical heat, over hills or through tsetse fly-infected marshes in his "care of all the churches."

He needs grit constitutionally. He needs it also spiritually. He needs what Mrs. Oss of China so aptly calls "a buoyant attitude." Neither the monotony and isolation nor the disappointments and discouragements must get the better of him. His most hopeful openings may be closed, his most trusted workers fail him, but the missionary must say, "I will not fail nor be discouraged."

"Grit" is not "push." It is not speed, but steady going, that counts, as in all true building. It will be needed to master the language of the people for whom he labors—and he must know the language if he would understand the native mind, if he would appreciate church problems and domestic troubles, or gain the confidence of those who have heart secrets to reveal to him for counsel and prayer.

The missionary will need grace and grit. He will need also that sanctified common sense we call "gumption" which Mr. Roome describes as "perhaps the rarest of all qualities. The power to do the right thing at the right time, in the right place and in the right way"—in other words, wisdom.

How can our colleges develop workers of grace, grit, and gumption? First of all, let us say that no one expects—or wants—young men with heads of the ancient. Experience will be the great teacher, but college should teach how to profit by experience. Thus interests will be aroused, aptitudes developed, habits formed, which will grow to maturity in service.

We suggest the following specific ways in which the colleges may contribute to missionary success:

1. The missionary college must be missionary-minded, with telescopic vision that reaches beyond the shores of the homeland. It should continuously seek to uphold before the students the foreign call as the highest of all, if for no other reason than that it demands the greatest sacrifice.

2. Our missionary colleges should have a missionary atmosphere, where it is more natural to talk and hear about missions than anything else. Such an atmosphere may be created and maintained by inviting missionaries on furlough to address the students, by short series of lectures on the world field to all students, by placing missionary periodicals such as the *Missionary Review of the World*, as well as our own denominational papers, in the school library, and by the appointment in our colleges of Bible teachers and other instructors with a background of foreign mission experience. "College presidents and even department heads should visit our mission fields. May I suggest that they stay at least two months in actual mission work in fields where malaria, amoebic dysentery, tsetse fly, yaws, leprosy, and a few other realities of actual mission life are found. . . . We need to get a taste of the real thing." [2]

Please turn to page 28

The Value of a Course in Children's Literature

Madge Haines Morrill
INSTRUCTOR IN ENGLISH, PACIFIC UNION COLLEGE

LET a child forget, if he must, the rules for grammar and punctuation; let him forget the multiplication tables, dates of history, the parts of a flower—but never let him forget the joy of living.

The teacher's duty and privilege is to open the door of life for the child, to open his eyes that he may see the beauty of the world about him. If she does not do this, he may forever walk with his eyes upon the dust of the mundane duties of life. If she does open his eyes, he will forever be looking upon the riot of colors in a sunset, the delicate shades of a water lily; he will keep his ears open for the call of the dove; and his heart will grow warm as he sees the tender love of one person bestowed upon another.

If the teacher can cause the soul of a child to awake and be glad, she may count her life well spent. She may do this by acquainting him with art, and in particular with the fine arts. What happens when a person looks upon a masterpiece of painting, or upon a piece of great plastic art, or what happens when one hears and feels the movements of a great symphony? Is not one's soul awakened then? But the child will not always be able to gaze upon a masterpiece, or hear a symphony.

There is another art, perhaps more far-reaching than any other, with which the teacher may acquaint her pupils. That art is literature. It is different from the others only in that it uses language as its medium, and thereby has a wide human appeal.

We teachers once used literature as a form of discipline, requiring Johnny to stay after school until he memorized sixteen stanzas; but we have learned that when a child's love of literature is hurt, it does something to the individual's early and later life that may be irremediable. Many teachers are now looking upon literature, not as something to be studied, but as something to be experienced with joy. Their aim is to open for their students a "permanent avenue of noble enjoyment." [1]

The teacher not only leads her pupil to familiarize himself with the greatest minds of the world, but also helps him to find that power within himself that calls for a creation of his own. And when he has experienced the glory of creating a piece of literature himself, he knows the joy of reaching for the stars, and the satisfaction of moving "into wider areas" and breathing "a keener air." [2] In these ways the teacher is showing the child the joy of living.

Poetry cannot be taught, but "it can be shared and experienced. Poetry is so broad and rich an art that within its confines are included appeals that can be made effectively for every level of emotional and intellectual maturity." [3] Only when a teacher herself appreciates and enjoys a poem or a story—only then can she lead her students to enjoy the same. This appreciation cannot be taught like a problem in arithmetic; it comes from absorption of the teacher's personality and the atmosphere of the classroom, or the out-of-doors, if a class is fortunate enough to have poetry read to it there.

The course in children's literature can help the future teacher to know what ap-

peals can best be made at the various levels, and to know what selections are best suited for these levels, always keeping in mind the guiding rule, "Never should books containing a perversion of truth be placed in the hands of children or youth." [4]

When studying the selection of literature for children, the teacher will keep in mind that literature is art, and that she "is freed from the obligation of selecting such things as will contain technical information, historical facts, desirable moral lessons, or other utilitarian matter." [5] Her aim, "to produce artistic pleasure," influences not only her selection of material, but also her methods of presentation.

After the students of the children's literature class have learned the techniques for presentation as given by leading authorities in this field, they may then put them into practice by conducting a "poem study" with a group of children. If the actual classroom cannot be supplied, the classmates may act as audience, writing helpful criticisms and comments on the presentation of the poem.

Ways and means of helping children to understand poetry better may be considered by the class. The correlation of literature with other arts proves a very beneficial study. Sometimes a poem is better understood when it is given with a musical background, or when put to music and given as a song. Under the guidance of the teacher, the students sometimes compose music for the words of some poem. There are, of course, a number of standard poems that are set to music and can be given with the help of the phonograph, the radio, or the music class.

Pictures in tone and color help the child to see more vividly the word pictures that the poet has painted. Often the child will wish to draw pictures of what he saw in the poem, or he may care to underline the color words in the poem with corresponding colored crayons. Art and literature go hand in hand, the one explaining and enlarging upon the other.

Choral speaking is probably the outstanding means of developing literary enjoyment. There is a pleasure and satisfaction that comes from hearing one's own voice blended in with the voices of the group. The backward child learns to give expression to his feelings; the forward child learns to submerge his personality in the unity of the whole group. Thus the cold words of a printed poem take on life and personality, when children experience the joy of recreating a piece of poetry for the verse choir.

To help provide an atmosphere conducive to the appreciation of good literature, some teachers have found it helpful to have a beauty table, or corner, and give different members of the class opportunity to arrange the table. A well-arranged bouquet of flowers will help one unconsciously to appreciate the beauty of the poem that is read.

Nor does the beauty corner need to be limited to flowers. There may be an arrangement of pine needles, or cones; an effectively placed picture; a piece of statuary with a harmonizing background; a bowl of goldfish; or a number of objects in an artistic arrangement, made in anticipation of the poem to be presented that day.

If it is at all possible, the students should be seated in an informal group while studying a poem, perhaps in a circle —any way to break up the formal arrangement of straight rows of chairs where a child must look at the back of some other pupil's head. One teacher is planning to have her students build a small amphitheater on the hillside near their schoolhouse. There, under the trees, she plans to read to the children from her well-illustrated poetry notebook.

Of the numerous projects that members of the class may work out which will be beneficial, these might be noticed:

(1) a study of the history and types of literature written for children; (2) a report on the poets and poems of childhood; (3) consideration of contemporary poets and modern verse; (4) a study of the illustrators and illustrations of children's books; (5) a collection of catalogues of the various publishers of children's books to gain a general knowledge of the trends in children's literature today; (6) an analysis of the denominational magazines read by children to ascertain the type of material being read; (7) a subject index of poetry available in certain anthologies, in the *True Education Readers,* or in other textbooks.

Since many schools are not supplied with regular anthologies, some of the teachers are making their own collections of poems. They are pasting the poems, along with appropriate illustrations, in attractive notebooks, or are arranging them on large cards for a regular filing cabinet, and whenever possible are placing on separate cards, pictures to illustrate the poems. With either method the teacher's aim is to have her poems so arranged that on a moment's notice she may be able to find any poem she wishes. A card index of authors, titles, first lines, grades, and subjects is advisable.

A unit of study on Biblical literature must certainly be included in a course in children's literature. And although one will have time to touch this field with only his fingertips, yet he will have some idea of the pleasure that comes from studying the Bible as literature. The children may be shown that the poetry of the Bible can be written according to a metrical form. If a child can see a psalm in the form of a poem, it will naturally appeal to his sense of beauty, and thereby help him to see that our Bible is filled with beautiful literature as well as doctrines.

The most inspirational part of a class in children's literature is that part that comes as a natural outgrowth of acquaintance with literature. It is the unit on creative writing. "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." [6]

In helping her pupils to express themselves in creative writing, the teacher is helping them to become thinkers. When the child realizes that he is composing a paragraph or a verse of poetry in a way that no one has ever composed it in the past, he begins to realize the thrill of creation. This "tends toward a greater emotional stability, lessening the chances of an emotional blocking by providing an emotional outlet, and so reduces emotional tension. Capacities and abilities, perhaps unknown powers that are latent, or weakened by disuse, are set to functioning, and thus comes the sense of release from strain and restraining." [7]

---

[1] Porter Lander MacClintock, *Literature in the Elementary School,* p. 37. Chicago: University of Chicago Press, 1907, reprinted 1923.

[2] H. A. Overstreet, *About Ourselves,* chapter XIV. New York: W. W. Norton and Company, 1927.

[3] Lucy Kangley, "An Approach to Poetry Appreciation," *Elementary English Review,* XIII:6, 240 (October, 1936).

[4] Ellen G. White, *Counsels to Teachers,* p. 385.

[5] Porter Lander MacClintock, *op. cit.,* p. 5.

[6] Ellen G. White, *Education,* p. 17.

[7] Blanche E. Weekes, *Literature and the Child,* p. 361. New York: Silver, Burdett Company, 1935.

Guidance in the Academy

Harry E. Edwards

DEAN,
EMMANUEL MISSIONARY COLLEGE

IT is basic in our schools to think of every teacher, every class, and every school activity as contributing to guidance. This means the elimination of the dualistic conception which exists in the thinking of many people in which teachers teach unrelated time-honored accumulation of subject matter just because these things have to be taught, and then in addition a guidance program to teach students what they really need to know.

Classroom teaching must be functional. It should provide in large measure what young people need. Classroom activities should be broad in scope and should function not merely to the intellectual interests of the student, but to the social, the spiritual, the vocational —and, in fact, all seven of the cardinal principles of secondary education. Theoretically speaking, if the educational program, as such, did all that it should, there would be no need of a special guidance program; but group instruction, no matter how efficient, always needs to be supplemented by individual instruction. Sometimes the help of a specialist is needed. Just so, the general educational program needs to be supplemented by a more individual type of guidance.

To meet this need the following procedure is necessary: First, we need to analyze what we are now doing to see what is and what is not functioning by way of guidance. Second, we need to select those things which help to meet the needs of boys and girls. Third, we need to redefine the objectives for some things we are now doing. Fourth, we need to add new activities, both curricular and noncurricular, to balance our general program of guidance, and finally we need to supplement all this by the practice of individual counseling, not in general by a special staff, but by the teacher-counselor who knows the student best. All this is done to help individuals discover their needs, ascertain their potentialities, develop their life purposes, formulate plans of action, and proceed to their realization.

It should be clear by this time that there is probably no one "best" guidance program. Numerous factors will affect such a development, including: the age and experience of the students, the age and experience of the teachers, the curricular offerings, the training and experience of the principal, the training and experience of the preceptor and preceptress, and the home background of the students.

A summary of the fundamental principles of the guidance program is presented herewith. A number of these principles are self-evident and need no comment; yet they must be recognized as important factors in the program.

1. An efficient organization for guidance demands centralization of organization. Some one individual (probably the principal) must be responsible for the guidance program.

2. An efficient organization for guidance demands decentralization of function. The director of the guidance program will realize the many advantages of delegating counseling responsibilities to members of the faculty who are both interested in being counselors and qualified to do the work.

3. The whole guidance program, in-

cluding the counseling procedure, must be such as to command the respect of both teachers and students.

4. The definite form of the organized program of guidance should be made in terms of the needs of the students to be served, and its merits should be measured in terms of its effectiveness. It is much better to have a relatively simple plan which works than to rely upon outward organization for meeting the needs of students.

5. The guidance program should make possible at needed times special services which the institution cannot be expected to maintain at all times, such as health service and advice in vocational preferences.

6. The school should recognize in its organization that one of the outstanding services the curriculum may perform is the type of guidance which indicates to the student certain lines in which he is not likely to succeed. It is ordinarily a mistake to encourage adolescents to decide upon a vocation too definitely.

7. Education should be regarded as the reconstruction of experience rather than as a process of adding to former experiences. Today's experiences revise the conclusions reached yesterday, and they set new controls for tomorrow's reactions.

8. The school should constantly analyze and evaluate in terms of its objectives both its curricular offerings and its activities.

9. All additional agencies and activities established must be of such a nature that they will fit into the total picture of character building, and that they will help rather than hinder the aims of Christian education.

The following are some of the principles which should guide the work of counseling in the Seventh-day Adventist academy.

1. The first principle in counseling is to know the student. "The first step in educating . . . students is not teaching them; it is learning them."[1] This is a fundamental point of view in guidance. Especially is it applicable when one endeavors to counsel with a student at a time of crisis. If the counselor has not learned the student up to that time, it is usually too late to begin.

A case history of the student is necessary as a basis for scientific guidance. It is deplorable that so many institutions stop here and are satisfied with the accumulation of records. Test scores and reports by the thousands are in "cold storage." Schools often have this information, but it is utilized very little and is contributing but a small per cent of what it might if it were properly organized.

2. Effective counseling will touch the life problems of the student, and such counsel as is given must grow out of the wide experience of the counselor and must be based on adequate objective data on file in the central office. These data may include: (*a*) previous school experience; (*b*) aptitudes and abilities; (*c*) home background and community environment; (*d*) goals and purposes of students; (*e*) interests, likes and dislikes; (*f*) social development and adjustments; (*g*) emotional status; (*h*) health record and present health; (*i*) economic and financial status. The information may be secured by the following techniques: (*a*) tests of intelligence, achievement, personality, vocational aptitude, and skills; (*b*) records; (*c*) rating scales; (*d*) inventories of information; (*e*) observation; (*f*) autobiographies; (*g*) interviews; (*h*) case histories.

3. Counseling must be regarded as a unified and continuous procedure. Under ordinary circumstances a student should have the same counselor for at least one school year.

4. Any successful counseling program must be carried on in the light of the condition and need of the student. "It

must not be assumed that vocational guidance implies the determination of the particular trade which an individual must enter. . . . Vocational guidance is achieved when the following conditions are attained:

"*a*. The aptitudes, that is, the inherent capacities, of an individual are ascertained.

"*b*. The wide range of occupations is shown him.

"*c*. The necessary principles of vocational selection are impressed upon him.

"*d*. Suitable occupations are suggested to him.

"*e*. The opportunities for training for these occupations are clearly pointed out to him."[2]

5. Counselors will realize that they neither are prepared nor necessarily should be prepared to give counsel in all matters, but they should be prepared to direct the student to individuals whose specialized knowledge regarding a given matter will meet his needs.

6. Counseling must be well planned, and should aim at helping the student to discover his own needs.

7. Students and counselors should realize that the final responsibility for all decisions rests with the student and that the counselor serves his greatest function when he aids the student in discovering the solution to his own problem.

8. Under ordinary circumstances, the interests of all concerned are served best when women of the faculty are counselors for girls, and men for boys.

9. The training and experience of the counselor should be such as to make possible the giving of wise counsel.

[1] M. S. Sheehy, *Problems of Student Guidance*, p. 9. Philadelphia: The Dolphin Press, 1929.

[2] Paul Klapper, *Contemporary Education, Its Principles and Practices*, p. 311. New York: D. Appleton and Company, 1929.

Effective Discipline

May Cole Kuhn

AT first thought, the idea of discipline implies a painful process, something that hurts, shocks, or bruises; and discipline is painful. On the other hand, everyone has to meet the stern discipline of life. How to meet this life discipline wisely is a lesson that should be made clear to young people. How the disciplinarian deals with the younger generation largely frames their attitude toward the problems of life.

We often hear the words, "He is a good disciplinarian," or, "She is a good disciplinarian." What does this statement imply? Does it mean that the person under discussion holds the children or young people in the grasp of a viselike authority of a stronger will, so that they will goose-step through life in response to any forceful command? Or does it mean that right principles are so presented that the younger ones may see the advantages of a right course of action?

To discipline successfully and in the broadest sense does not mean to inflict punishment. It means so to condition environment that those within will behave in the way that is best for themselves and their fellows. To discipline in the active, immediate sense, should not mean to impose a penalty. It should involve an avenue to voluntary correction of attitude on the part of the offender. Discipline should tend to build up, not destroy, the person to whom it is administered.

The objective of the disciplinarian should be to lead young people to align themselves with the principles of truth and honor. One way to do this is to treat these "younger members of God's family" with the confidence and respect which is their right. Suspicion destroys their self-respect and produces the very evils which it seeks to prevent. "Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust."[1]

To govern the universe, God made few rules; yet they govern the essential relationships between man and his Maker and between man and man. How few, then, but how sufficient, should be the rules laid down for regulating student life. "To direct the child's development without hindering it by undue control should be the study of both parent and teacher."[2]

The first essential to being a good disciplinarian is the ability to control oneself. To deal passionately or in a resentful, retaliatory way, will only arouse resentment. Parents and school officials should, by example and precept, impart to their charges the idea of self-restraint and self-development.

With the sensitive, nervous student, the teacher should deal tenderly. With the dull pupil he should bear patiently, not censuring his ignorance, for ignorance is not a crime. We are all more or less ignorant. Never should the teacher tell a student that he is stupid, for in most cases this is untrue. The danger to the student in such instances is that he may believe what the teacher said, and it may unfit him for a work he loves, or may change his whole course of action. It may cause him to fail when he might have succeeded.

The disciplinarian can afford to be generous, but not lax. He can be kind,

but not weak. Choice, rather than compulsion, should be the basis of disciplinary relationships. Yet it should be made plain that no substitute can be accepted for obedience to the principles of necessary regulations.

A student should never be dismissed or punished on evidence based on surface appearances. There is always a cause for misbehavior, an irritating, provocative cause, at the base of action. The cause should be eradicated if possible. Persuasion is better than compulsion, and cooperation and adjustment are better than expulsion.

To make public the faults or errors of a pupil is not good ethics on the part of the teacher or counselor. A right-minded administrator or other official will seek to avoid reproving or punishing a transgressor in the presence of others.

If the disciplinarian does err, it should be on the side of leniency rather than on that of injustice and harshness. He who can so adjust a disciplinary problem that the trespasser recognizes and rectifies his offense as far as possible, is a true counselor. It is he who can lead young people to a successful handling of themselves and their personal difficulties.

"Why do you rub coat sleeves with me every day and still not speak to me when we meet on the street?" cried an exasperated history student to his teacher. The lad would have appreciated a smile, a word of encouragement, from this man who was almost—almost—his ideal of noble manhood. Yes, friendliness is a part of effective discipline—the greater part. The true disciplinarian will bear a large portion of it about in his heart, ready for use.

"The Saviour's rule,—'As ye would that men should do to you, do ye also to them likewise,'—should be the rule of all who undertake the training of children and youth. . . . Christ's rule should be sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious."[3] Most students' conception of God is shaped according to the impression made on them by their parents and teachers. Does God deal with us the way we deal with our young people? And would we want Him to deal with us as we do with others?

Disciplinarians usually get what they want in results. If they do not care, they receive carelessness in return. If they are harsh, they discourage and drive to desperation. If they care, and with kindness and patience work to change and direct a student's outlook on life, in most cases they will see happy endings to their efforts.

Patience, tact, firmness, strength, kindness: these are the cardinal virtues of effective discipline. The disciplinarian who possesses them will impart them to those of whom he has oversight.

---

[1] Ellen G. White, *Education*, p. 290.
[2] *Id.*, p. 288.
[3] *Id.*, pp. 292, 293.

LIBRARY

The Slow-Learning Pupil

Vera E. Morrison
PROFESSOR OF EDUCATION,
WASHINGTON MISSIONARY COLLEGE

THERE are in every school community three types of mentally retarded children: one group with IQ's from 75 to 50 and even lower, a group for which the state takes responsibility by segregating them; another group having scholastic disabilities due to unfortunate emotional conditioning; and a third, larger than the other groups, consisting of those with IQ's from 75 to 90, or just below the normal group and in many cases indistinguishable from them.

The second group in this classification is handicapped educationally, but not intellectually. An example of this type is the experience of a girl in the third grade. Receiving a grade of one hundred on a spelling test, she was accosted by the teacher thus: "I believe you cheated, for you are the only child who made a hundred." Despite the girl's denial, the teacher carried the accusation to the principal. He saved the immediate situation, but the damage had been done. From that experience the girl acquired a dislike for spelling and always remained a poor speller.

Many individuals of superior ability have failed in their academic work. Napoleon Bonaparte ranked forty-second in his class; yet no one has heard of the forty-one who surpassed him. Sir Isaac Newton, the great mathematician and physicist, discoverer of the law of gravitation, stood very low in his studies, and showed so little ability that he was put to work on a farm when he was fifteen. He failed in Euclid, though he afterward originated the calculus. Pierre Curie, codiscoverer of radium, was considered so stupid in school that his parents withdrew him and placed him under private tutors.

The dull-normal children, who comprise the third group, are the problems every teacher has to meet. Their social adjustment often presents real difficulty. In the home too frequently they have been the recipients of disparaging remarks and actions from the family, which have caused an inferiority complex and many times produced an antisocial attitude of mind.

The mentally retarded child, not being able to learn as rapidly from experience as the normal child, less capable of taking in all the elements in a complex situation, of foreseeing consequences, and of forming judgments, is handicapped in making adequate social adjustments. His size and physical abilities create a need for experiences common to the normal child of the same age. The teacher does well to make the avenue of approach to the dull-normal child through the development of health and wholesome physical habits. Satisfactory outlets for physical energy are very valuable aids in adjustment.

There is no procedure in the educational program in which the child should be considered as "a whole" more than in dealing with the dull child. There are many concrete experiences that will appeal to him if we can bring him into contact with them. He is most nearly successful in experiences that call for motor response and manual manipulation in the construction of articles. Practical arts must play a major part not only in furnishing the material for his curriculum, but in making any approach to the in-

tellectual and social factors in the curriculum.

The dull child, not being able to form judgments readily, must develop helpful attitudes and right ideals. Acquiring little of the information and facts which the normal child picks up, he must be carefully guided into making such choices and responses as will be functional in life situations.

A mistake is sometimes made in thinking that the child of mental age eight and chronological age thirteen will be interested in reading matter suited to the normal eight-year-old. While comprehension of content and mastery of the techniques may be the same, yet his physical and social experiences have carried him beyond this, and such reading will appear childish to him. Materials must therefore be suited to his intellectual abilities, but must be on the level of his social age.

The fundamental elements of learning —purpose, repetition, and success—are operative for the mentally retarded as well as for the normal child. With each purposeful, concrete experience there must be given meaningful recurrences, so that the dull child may not be bored with a repetition bare of all stimulus. Going on excursions, observing and handling specimens of plants and animals that can be brought into the classroom, will form experiences that are stimulating and lifelike. Abstract experiences acquired through description and narration will always be more or less meaningless to him.

The element of success and approval is of great value in the education of the slow-learning child. He requires more than ordinary encouragement. Large schools, with special classes for the dull-normal, make possible the recognition of individual effort without unfair and obvious comparisons with standards impossible for the child to reach. There should be no element of competition and rivalry with other children. He should compete only with his own record. A teacher in a small school who has pupils of this kind and cannot send them to a special class, should sense the need of studying carefully the school history of the child and of providing adequate opportunities by which to encourage his efforts.

The promoting of succcess is the discouraging of failures. Probably no one thing is so detrimental to the success of a pupil, whether he is normal or dull-normal, as repeated failures. A few suggestions may be helpful to the teacher in her efforts to overcome the child's failures: (1) Provide substitute activities in which the child can achieve success. The child's shattered morale may be re-established by a taste of success in some activity in which he is interested and in which he can achieve gratifying results without painful effort. The child with a reading deficiency should not be crowded ahead into certain failure, but should be given a wide latitude of reading at the level on which he is successful. The large book companies have provided many supplementary reading books at all levels. Careful testing should determine the nature and extent of the deficiency, in order that successful guidance may be made possible. (2) Recognize and commend the child's success in other worthwhile lines of endeavor. (3) Do not predict failure for those who have blundered. Such treatment will merely increase their fear and their feeling of inferiority. Rather, inspire them with the hope of ultimate success. We cannot be sure of children's real abilities until we have built up their self-confidence, courage, and industry to the maximum. We cannot be sure their deficiency is real until they have made a genuine attempt to overcome their handicap. (4) Encourage the child to make decisions, to assume responsibilities, and to secure

Please turn to page 28

NEUTRALITY—*An Editorial*

WHEN trouble begins among nations, attempts are made to "localize the conflict." Each people concerned desires to know the limits of the field of action and the number and location of its enemies. It must ascertain immediately whether this power or that is friend or foe. Any halting between opinions is hazardous and is likely to be mistaken for unfriendliness.

Neutrality in war is not always as safe and economical as it may at first seem. Trade is likely to suffer. The course of the national life will likely be interrupted. Property may be destroyed and citizens may lose their lives. Empires may be divided between the combatants, and the future of the neutrals may become uncertain.

Nations choose neutrality when they can follow such a course with honor. There are fields of thought and of action in which the Christian cannot with honor or a clear conscience follow a policy of isolation or of neutrality.

One of Jesus' lessons centered in the statement that "he that is not for Me is against Me." James wrote that "a double-minded man is unstable in all his ways." In the early church, the great apostle to the nations declared, "It is good to be zealously affected always in a good thing." His writings resound with "take the whole armor," "take the sword of the Spirit," and "fight the good fight." There was no neutrality in the lives of such men.

During the French Revolution, men were not asked merely if they were friends of the cause. The zealots for change demanded convincing evidence of something constructive done for the Revolution. They were not merely to talk about the matter; they were to do something for it.

What is the degree of our neutrality regarding the cause of Christian education? Are we aggressive in plans for Christian warfare? Do we utilize every instrument at our hands to establish in the hearts of our children and youth the kingdom of righteousness? Do our teaching and our schools bear marks that identify them as distinctively Christian?

A state of war exists. It is a struggle for the souls of the children and youth in our classrooms, and for the life of the church. Our schools cannot remain neutral. We must fight and work on the side of right and truth. Then observers need not ask where we stand or whither we go. They will see in the quality of work which we do a sound basis for our presence in the field of education.

A hero of the church was imprisoned for his daring opposition to restrictions that were choking out the spiritual life of his congregation. During the World War he had been decorated for valor on the field of action. He knew no neutrality then. In the church he refused to lay off his Christian armor, and he suffered for it. A brother visited him and reminded him of the influence his war medals would have if he would use them in the interest of freedom. The visitor asked, "Why are you in prison?" The man of tougher fiber replied, "Why are you not in prison? Why is every Christian not in prison today when the conflict is being waged against Christian civilization?"

No task can be a greater challenge to the Christian teacher than the challenge to work for the salvation of youth and the restoration of the image of God in their souls. No satisfaction can be greater than that of the individual who, having refused to be neutral in such times as these, gives himself zealously to a noble cause.

OTHER VIEWPOINTS

"If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education."—*Horace Mann.*

"A college is nothing if its members are not primarily excited about the life of the mind at its sensitive best."—*Ordway Tead.*

"Half the youth on the planet today are being trained for war and death. . . . America has one divorce out of every six marriages, whereas Canada has one divorce out of one hundred sixty-one marriages. . . . There are as many young women barmaids in America as there are young girls and women going to our colleges and universities."—*Maria Leonard.*

"Civilization is not faster trains and automobiles and airplanes than we had; it is not more comfortable conveniences of living; it is a quality of life. Civilization is a way of life. It requires among us a profound renewal of the Christian spirit."—*Edward A. Fitzpatrick.*

"If the Christian college is to survive it will have to put forth better reasons for its existence than those usually given by its proponents. . . . The Christian college should be unique in at least three respects. First, the faculty should be made up only of men and women openly and avowedly Christian. Teachers may or may not be Christian in an institution not having as its purpose the advancement of Christian faith and life. In a Christian college, however, there should be no doubt as to the faith and life of its faculty. In the second place, the Christian college should be unique in the quality and character of its curriculum. Unlike institutions under the control of the state, it can include courses in the Bible and Christian faith. The third uniqueness of the Christian college is in the philosophy that underlies its task. Its whole program is built in the light of a Christian perspective, the Christian conception of man, his universe, his personal and social destiny."—*W. L. Young.*

"Certificates to teach ought to be granted for demonstrated competence, not for paper records. The competence demanded should consist of knowledge in a subject to be taught or in two closely related subjects, general understanding of education, skill in the procedures of instruction and guidance of learning, and activity on the part of individual pupils."—*Henry W. Holmes.*

"The curriculum does not make the college. The teachers make the college. And in your sober moments the college means to you a lecture room, with a real man leaning over a desk, a real man by the side of whom many who are now called great are shriveled into nothing."—*Dwight Morrow.*

"Character is the essence of the experience curriculum, and experiences which do not nurture and integrate character are noneducational and worthless in the school."—*C. C. Certain.*

"No man or woman really becomes what he should become unless for a while, at any rate, he has been out in the deserts, away from the public opinion, away from the crowd, alone with God, alone with his conscience."—*Peter Manniche.*

"A girl in college wishes to do three things: to get a background of general education and culture; to prepare for intelligent handling of home responsibilities; and to prepare for possible professional life."—*Lucia R. Briggs.*

"So far as culture is concerned, the best teacher is more important than the best study. It is still true, as Emerson once wrote to his daughter, that 'it matters little what your studies are; it all lies in who your teacher is.' "—*David Starr Jordan.*

"Whereas prospective teachers need vigorous training in basic disciplines, they also need a broad understanding of the major fields of learning."—*William S. Gray.*

"Skill without wisdom, skill without self-discipline, skill without ethics, only make the descent to hell, always easy, just so much swifter and more catastrophic."—*Henry M. Wriston.*

The Intermediate School

THE type of school which embraces the upper two grades of the elementary school and the lower two grades of the secondary school, is becoming more familiar in American education. In our own system of Christian education, the intermediate school is an increasingly necessary unit, and its presence needs our sympathetic understanding and support.

An examination of elementary and secondary schools reveals the fact that many of the ninth and tenth grade students have the same characteristics of immaturity and uncertainty that are found in the pupils of the seventh and eighth grades. The pupils of these grades have much in common in age, interests, problems, and in physical and mental development. The intermediate school provides for this homogeneous group, with many advantages to the pupils.

Two plans that are widely used for school organization are the 6-3-3 plan and the 6-4-4 plan. Neither of these plans permits a change of schools at the close of the eighth year. The 6-3-3 plan provides for a change at the end of the ninth grade, and the 6-4-4 plan at the end of the tenth grade. This transition school, partly secondary and partly elementary, is called the intermediate school.

We hear a great deal these days about education and social maturity. Many of these young students are unprepared socially and physically for the educational standards that must be maintained in the boarding academies, and it is dangerous to accelerate too much the physical or emotional growth of youth.

Many careful parents have refused to separate their children from the home at this particular age, knowing that the children are undergoing major adjustments which call for the wisdom and understanding of father and mother. The intermediate school provides an opportunity for children to sample secondary work without the necessity of making the major emotional and physical adjustments necessary during the first year away from home at a boarding school.

Pupils whose formal schooling may stop within the grades of the intermediate school may be guided into a vocation suitable to their abilities and interests. Statistics seem to indicate that this is the period in which many choose their lifework. Recent studies indicate that 77 per cent of those who choose their lifework at this time carry out their ambitions. The intermediate school can be a source of inspiration and benefit for pupils who are not preparing for the academic training given in our academies.

Another advantage of the intermediate school to parents is the financial relief. After children have spent two of the four secondary years in the local day school, many parents feel better able to send them on to the boarding academy for the last two years. A study of our Michigan academies indicates that many of those who enter the boarding school in the ninth grade and continue on to graduation, work most of their way through.

The intermediate school is a feeder for the boarding academy. Many young people are kept in our schools and in the message because of the accessibility of the intermediate school in the local church. Often this local day school serves as a selective agency for the academy, and students who become disinterested, or reveal certain interests or aptitudes, are given the attention which their condition indicates.

Every teacher in such a school should be a loyal, enthusiastic promoter for the academy in his territory. By cooperation with the academy, the pupils' interest may be aroused and encouraged. Among the means by which this may be accomplished are a subscription to the academy paper, a personal visit by the academy principal, musical programs by the academy teachers and students, or a visit to the academy by a selected group of intermediate school pupils.

The place and importance of the intermediate school is clearly set forth by the

Spirit of prophecy, and definite counsel is given for its development. It is emphasized that advanced work should not be undertaken without adequate facilities and preparation. "It should be the great aim in every intermediate school to do most thorough work in the common branches." [1]

Here are three suggestions for strengthening the work of teaching in this type of school. First: follow the blueprint which the Spirit of prophecy has given for principal, studies, and standards of work. Second: perfect the internal organization of such schools and obtain better coordination of the teaching. Third: maintain acceptable standards of work, so that students may receive full credit for their study, and the school may be an honor to the church. With this school meeting proper ideals, it will become a blessing to the educational system of Seventh-day Adventists.

GEORGE M. MATHEWS,
Educational Superintendent,
Michigan Conference.

[1] Ellen G. White, *Counsels to Teachers*, p. 210.

THE TEACHER AND THE CURRICULUM. *By John P. Wynne.* xxii + 440 pp. New York: Prentice-Hall. 1937. $2.50.

On current trends in professional education for teachers:

1. There is a growing demand, among educational leaders throughout the country, that teachers develop for themselves a philosophy of education.

2. There is an increasing realization that the principles of education should be the same in the elementary school, in the secondary school, and in the college.

3. The current demand that the relative time that is being devoted to professional courses be decreased, suggests that departments of education will be compelled almost immediately to integrate their offerings in fewer courses.

On interpretation of features of practice:

1. Important features with which practical workers have to deal in any given field, such as teaching and curriculum making, are selected.

2. Principles of education considered fundamental are defined in general terms.

3. Different methods of dealing with each of these features are described, and, on the basis of the principles defined, are critically examined with special reference to the considerations involved in their use.

On various theories of education:

1. Preparation theory, according to which the distant future should be the controlling standard without regard to the significance of the present.

2. Growth theory, which limits the vision to the present without regard to the future.

3. Telic theory, which emphasizes the individual, the pupil under school conditions. His needs, interests, and purposes are respected, but so are the values and demands of the existing social order.

Education is considered in terms of personality and social control. Education is viewed as the social qualities that grow out of an integrated personality, and this personality, in turn, is the result of all the situations which the school can control for the purpose of developing personality or making behavior changes. The curriculum consists, therefore, of all the situations available for the purposes of education as here conceived. The curriculum, in this sense, comprises not only subject matter, but also activities, method, school and classroom organization, measurement, and even the teacher himself; in a word, the curriculum consists of the tools which the teacher may use as situations to effect behavior changes in the lives of individuals and of groups for which he is educationally responsible.

J. M. HOWELL,
Educational Secretary,
Central Union Conference.

Premedical Training

For many years there has been considerable discussion of the training which a student should have who is planning to enter the medical profession. The technical preparation for the medical course has greatly increased through the years, but general opinion seems to be that much is lacking in general and cultural education.

Two interesting articles worthy of perusal in the October number of the *Bulletin of the Association of American Colleges* deal with this subject. One of these is entitled "College Education for the Future Doctor," by James B. Conant, president of Harvard University. Doctor Conant recognizes that the majority of students entering medical colleges have obtained their college degree or have had at least three years of college training. There has been a tendency for the students themselves or for those directing them to place emphasis upon the scientific study beyond the definite requirements for premedical work. It is not our purpose to analyze the cause of this emphasis, though it appears to be a desire either to increase the chance of the student's being admitted to the medical college, or to direct his college course so that he will be better adapted to the practice of medicine. Both these ideas appear erroneous. Doctor Conant especially emphasizes the fact that the college years are probably the student's last chance to enter into any of the cultural courses, and that therefore he should take as many of them as possible. Doctor Conant also leaves room for that student who is especially scientifically minded to give additional concentration to any of the science subjects as a part of his cultural training.

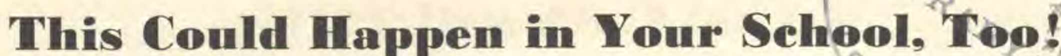
The other article is by President William Mather Lewis of Lafayette College. It is entitled "What the Undergraduate College Should Give the Future Doctor." President Lewis gives cognizance to the fact that a student entering upon the medical profession needs many other characteristics outside of that which has to do directly with his ability as a physician or a surgeon. He emphasizes that a doctor must take a place of real influence in his community. In order that this might be accomplished, he suggests that a student training for this profession take only the necessary amount of the technical subjects required for entering a medical college, and that the remaining part of his education be along those lines which will give him a broad culture, a good physique, and a stalwart character.

This broader view of the needs of those entering the medical profession has been quite generally accepted. There is no profession that can be separated from the things that have to do with everyday life. The physician needs all the background possible in his education to give him a better understanding of human needs and experience. To meet these needs in an intelligent and sympathetic manner will greatly multiply his influence and will strengthen the work he undertakes.

With this concept of the medical profession, it would seem that our Adventist youth have a unique opportunity to obtain the qualities required in an outstanding physician of the present day. One who is trained in a Christian college, where there is real emphasis upon character formation, where there is recognition of the needs of the human heart, where there is a connection with a people having a real health message, is especially favored in developing along these lines.

Doctor Osler gives expression to somewhat similar ideas in his book, *Aequanimitas*, in which he says, "As the practice of medicine is not a business and can never be one, the education of the heart—the moral side of the man—must keep pace with the education of the head. Our fellow creatures cannot be dealt with as man deals in corn and coal; 'the human heart by which we live' must control our professional relations. After all, the personal equation has most to do with success or failure in medicine."

Harvey A. Morrison,
Secretary,
Department of Education.



This Could Happen in Your School, Too!

"I NEED to talk to someone, sir, about my schoolwork. When I first came to the academy three years ago, I received average grades; last year they were not so good. This year I just feel I'm not getting much for my efforts. I don't have much outside work to do either. My teachers tell me I have the ability to do good schoolwork, and yet the more I try, the harder my lessons become. Just this week I asked God to help me in a very special way to remember what I had read, to help me stay awake during study period, and to fit me for a place in His work."

This is what a young man in one of our Eastern academies said to a counselor accompanying the examining physician at the school in administering psychological and medical examinations. The suggestion had been made that students who were in any way suffering physical discomfort should see the examining physician, who could be of positive help to them. Likewise, any who thought they might profit by different study habits, or who had difficulty with other phases of their schoolwork, might consult the psychologist.

As a result of this announcement, nine students appeared to discuss their school problems. This was almost 10 per cent of the entire enrollment. When these nine cases were analyzed, it was found that four cases, approximately 45 per cent, were related to a physical condition; another four to social adjustments; and only one to study habits. These students had come of their own accord.

Since the findings on both the psychological tests and the medical examinations were available, it was easy to consult the trends of these nine students. In the case of the young man whose conversation is recorded above, the psychological tests revealed no indication of a maladjustment. His personality was desirable; the achievement test showed him competent for the work of the grade in which he was enrolled. His interests were such that he should produce a good quality of schoolwork. Socially and mentally, he was not maladjusted. The only remaining factor was the physical. On his physical examination report, it was found that his tonsils were checked "enlarged" and "cryptic," and were circled "acute." The physician had added the word "urgent." The teeth were checked "many cavities" and circled "serious." The heart was checked for "murmur" and circled "poor." His vision was less than 50 per cent of normal. What would you say to a boy in such physical condition? What do you think of the answer given by the psychologist?

"You might think it strange for a schoolman and a preacher to tell you that you could answer your own prayer. But we feel certain that if you will have those tonsils removed, your teeth filled, and glasses fitted, the solution to your problem will have been found. Then your prayer for the return of memory and for ease in study would be answered."

The last six weeks of that school year found the young man's name on the honor roll. This is just one case in which diseased tonsils, bad teeth, and faulty vision sapped the vitality until the student himself was dissatisfied with his progress. He realized that something was wrong, and thought it was his study habits! He had stressed the mental and spiritual factors in education, but had neglected the physical factor, which is equally essential to "harmonious development."

If in one school 10 per cent of the students themselves considered their school progress unsatisfactory, and of that group 45 per cent were found to have physical cause, should we not give careful attention to the health of our students? This is only one of many such cases which have led the writer to believe that the problems of scholastic achievement can be traced more often to personality and physical sources than to mental habits.

EDWARD L. MACDONALD,
Consultant in Vocational Education.

I Chose a Small College

My decision to return to school after working several years was not a sudden impulse. The decision was made after careful consideration of the worth of those years of labor. They had been years of pleasure—keen enjoyment of the struggle for existence, and the excitement of give and take as I have stood toe to toe with business opponents and traded blows. Consequently, I did not return to school because I was convinced of the value of a college degree as a steppingstone to greater monetary success. The truth is that for some time I had felt the need of renewing my mental equipment, of disciplining those elusive powers of mind which keep the tasks of the workaday life from degenerating into hated drudgery.

My resolution made, I cast about in search of a school which would minister to my desires. Magnificent institutions are in evidence in several near-by cities. They are inviting in their outward appearance, awe-inspiring in their vastness. The ivy-clad exteriors of somber walls belie the busy halls within, where thousands of eager students sit at the feet of eminent instructors, optimistically endeavoring to absorb a modicum of learning.

However, turning my back upon these majestic citadels of education, I chose a small college. It boasts no grand outward adornment. No large bequests contribute to its financial stability. It is scarcely known to the average person a hundred miles away. Yet, about it is an air of emotional stability that is noticeable by contrast with its sister institutions of larger enrollment.

The larger schools have impressed me with the impersonal way in which they grind out their quota of graduates. Not so with the small school. Each teacher, I find, rejoices with me in my successes, weeps with me in my sorrows. He listens to my problems, and his advice and experience are mine for the asking. And when I leave, he will be interested in my further achievements. Let those smile who will; this personal interest in my welfare is precious to me. It cannot be valued in mere dollars and cents.

It is probable, however, that I would have attended a university except for one thing, the prevalent tendency, on the part of purveyors of higher learning in certain departments of these institutions, to ridicule the one who professes faith in a personal God. To me, this faith is a cherished possession. It was not gained in a moment. It is, rather, a result of years of study and experience. I know all the arguments for supposed cosmic evolvement, for I once urged them upon my Fundamentalist friends with fanatical fervor. I can tell the story of the primordial ooze and the first forms of life resident therein. I can trace the development down through successive eons to the glacial periods and other assorted eras of evolutionary speculation. I have thrilled at each discovery of the "missing link," and have descended with my scientific friends to the depths of despondency, as their brilliant hypotheses have proved unworkable and have gone into the limbo of discard. Countless times I have been figuratively backed into a corner by protagonists of creationism, when they insisted that I explain the source of the elemental spark of life upon which my elaborate scheme was built.

During this time, my mind was testing and discarding various ideas, and finally I realized that much less faith and credulity were involved in a simple acceptance of the plain statement in the first verse of the Bible: "In the beginning God created the heaven and the earth." It is this belief which I have come to value increasingly in late years. It brings serenity to my soul. Let others, if they insist, trace their lineage to a simian ancestry; I am content that I was, according to the Book, created in the image of God.

A few years ago I attended a course taught by a graduate of a well-known Eastern university. Shortly after I enrolled, I was sin-

Please turn to page 30

An Educational Glimpse of the Southland

WE believe that the readers of the JOURNAL will be interested in a brief report from the Southern Union. This territory embraces the eight southeastern States. It has sometimes been referred to as "The Nursery of America;" for while it contains approximately two eighths of the area of the United States, it has three eighths of the children. Our educational responsibilities are thus magnified.

We have the following conference owned and operated colleges and secondary schools: Southern Junior College, with an opening enrollment of 287; Oakwood Junior College, our school for the training of colored workers, which is owned by the General Conference, with an enrollment of 81; Forest Lake Academy in Florida, with an enrollment of 155. Besides these institutions, we have a large number of so-called self-supporting schools. The oldest, and really the parent of these, is the well-known Madison College, which enjoys a college enrollment of 400. Pisgah Institute and the Asheville Agricultural School (Fletcher), both in North Carolina, have an enrollment of 90 and 93 respectively. Pewee Valley Academy in Kentucky, and Fountain Head Academy in Tennessee, both now twelve-grade schools, have enrolled 53 and 45 respectively. In addition to these secondary schools, we have several junior academies and church schools carrying work above the eighth grade.

Our church school work shows an increase over last year, both in number of schools and in enrollment. Number of schools, 117; number of teachers, 146; enrollment, 2,108. This is nearly 100 more than last year, an increase exceeded in North America only by that of the Pacific Union. Thirty-four of these schools are operated by our colored churches. Miss Anna Knight is assistant educational secretary of the union for these schools. Thirty-five of our elementary schools are known as rural schools, and are operated on a more or less self-supporting basis. The grand total of students of all grades attending the schools located in the Southern Union Conference this year is 3,529.

Our educational superintendents are all experienced workers who sense to the full the sacred responsibilities of their work. The names of these workers will be of interest: Alabama-Mississippi, Marion G. Seitz; Carolina, A. D. Kaelin; Florida, J. C. Gaitens; Georgia-Cumberland, T. S. Copeland; Kentucky-Tennessee, R. H. Libby.

Our greatest need is more and better-trained elementary teachers to meet the needs of an expanding work. The teacher-training department of Southern Junior College, under the efficient leadership of Mrs. Grace Evans-Green, is helping to meet this need; and Madison College is adding supervised teaching to its educational courses. Oakwood Junior College is doing a fine work in fitting colored teachers for elementary-school service. But all these agencies are not turning out teachers equal to the demand. The call is for more consecrated young people to prepare for this "nicest work."

We of the sunny Southland are of good courage and happy in our work.

C. A. RUSSELL,
Educational Secretary,
Southern Union Conference.

NEWS from the SCHOOLS

THE COLLEGE OF MEDICAL EVANGELISTS lists 316 students in the four classes of the medical school. With 93 in the fifth or intern year, 15 in the school of dietetics, and 156 nurses in training, the grand total enrollment is 580 students, representing 39 States and 27 territories and foreign countries.

DON L. LOVE, former mayor of Lincoln, Nebraska, has made a gift of $7,000 to Union College for the erection of a new craft and broom shop. The work on the building will be done largely by students, and it is expected to be ready for occupancy by the Christmas holidays.

R. M. COSSENTINE, who has spent twenty years as a missionary in China, has recently connected with Walla Walla College as instructor in Bible.

THE AUSTRALIAN DIVISION has 240 schools with 331 teachers, and an enrollment of 5,543 students. Twenty-three schools were added during this past year. The educational work in Fiji, Papua, and Tonga, was strengthened by the appointment of strong teachers to those fields from the home field staff. The Australasian Missionary College has an enrollment of 312, and the New Zealand Missionary College enrollment stands at 71.

EMMANUEL MISSIONARY COLLEGE'S thirty-six Harvest Ingathering bands netted approximately $750 the first field day. At the end of the first week, the amount was $1,150, and the second field day, postponed because of rain, brought the total to $1,690.

THE CENTRAL CALIFORNIA CONFERENCE reports a good enrollment both in its elementary schools and in its academies. The reports at the end of the first week are as follows: Lodi Academy, 201; Fresno Academy, 71; Mountain View Academy, 83; Kern Academy, 34.

E. K. VANDE VERE is the acting principal of Maplewood Academy during the present school year, while E. F. Heim is on leave of absence. Mr. Heim is working toward his master's degree at the University of Nebraska.

SIX STUDENT EVANGELISTIC EFFORTS are being launched by Washington Missionary College. Each band is headed by two senior theological students, and includes a trained nurse, students enrolled in the Bible Workers' course, and junior theological students.

PACIFIC UNION COLLEGE reports $1,111 of its $1,500 Harvest Ingathering goal reached during the first few days of the campaign.

FRIEDENSAU MISSIONARY SEMINARY, in Germany, has opened with an enrollment of 80. Teachers, parents, and students are manifesting admirable faith and courage in the face of war conditions.

VEDA SUE MARSH has joined the faculty of Walla Walla College as head of the nursing-education department. Miss Marsh has taught in Washington Missionary College, Pacific Union College, and Southwestern Junior College.

EMMANUEL MISSIONARY COLLEGE erected during the summer an addition to the College Wood Products plant, providing 3,600 feet of floor space. The additional space has greatly relieved the congestion and contributed to the efficiency of the factory routine.

THE ATLANTIC MONTHLY ESSAY CONTEST lists essays by two Pacific Union College students in its "top" class. They were written by Alice Kuhn and Edwin Amyes during last school year.

ENTERPRISE ACADEMY reports that the addition to the boys' dormitory is nearing completion. Both the boys and their parents will have reason to be proud of their new home.

LA SIERRA COLLEGE broke all previous records with an enrollment of 500, of whom 112 are academy students. The 89 prenursing students comprise the largest college group, with others ranking as follows: premedical, 79; secretarial, 34; normal, 31; theological, 28; business, 23; liberal arts, 21; other curriculums, 83.

SECRETARY AND MRS. E. A. VON POHLE recently passed through Washington on a visit to a number of schools and other points of interest.

THE ALUMNI ASSOCIATION of Union College held one of the largest reunions in its history at the Lindell Hotel in Lincoln, Nebraska, October 12. Among the 165 persons who attended the dinner were three former presidents: Frederick Griggs, who served from 1910 to 1914; H. A. Morrison, president from 1914 to 1922; and M. L. Andreasen, 1931 to 1938.

WALTER C. FLAIZ has recently taken up work as educational superintendent of the Southeastern California Conference. He was formerly Bible instructor in the Loma Linda School of Nursing and chaplain of the Loma Linda Sanitarium.

THE PIANO TUNER stepped into the principal's office at Laurelwood Academy to comment upon the fine type of youth in the school. He referred to his work in certain schools and said that when classes were dismissed there he felt like climbing a tree to get out of the way. "Here," he said, "it is different. Your young people are so polite and thoughtful. They show good training."

PAULINE YOUNG has recently joined the faculty of Atlantic Union College as director of prenursing and health education. Miss Young has taught in the Portland Sanitarium for the last eight years.

WALLA WALLA COLLEGE opened on September 25. On October 13 a total of 524 college students had matriculated.

J. H. WHITNEY has joined the faculty of the Hawaiian Mission Academy. He has previously taught at the Arizona Academy, Kern Academy, and Fresno Union Academy.

A TEACHERS' INSTITUTE for the elementary teachers of the Chesapeake and Potomac Conferences, was held October 1 to 3 in the new training school building at Washington Missionary College. Mrs. E. L. Hanson and Archa O. Dart, superintendents of the respective conferences, were in charge. The eleven teachers present from the Chesapeake Conference and the thirty-two from the Potomac Conference, represented an approximate school enrollment of one thousand boys and girls.

FRANK SWEARINGEN is now manager of the bindery at Pacific Union College. Glenn Curry succeeds him at Maplewood Academy.

PACIFIC UNION COLLEGE reports a total of 663 students from the United States and seventeen foreign countries. This number comprises 207 freshmen, 156 sophomores, 87 juniors, 92 seniors, 34 postgraduate and special students, and 87 preparatory school students. Facilities in both school homes have been taxed to the limit with a total of 201 young women residing in Graf Hall and 200 young men in Grainger Hall.

W. H. TEESDALE of the General Conference and J. M. Howell of the Central Union joined G. R. Fattic and his teachers of the Southwestern Union in an educational institute at Keene, Texas, November 15 to 18.

MOUNT VERNON ACADEMY reports progress in the erection of its new boys' dormitory. When finished, the building will house 74 boys. The cost is expected to exceed $40,000.

F. M. BURG, dean emeritus of the School of Theology of Walla Walla College, is now acting dean, filling the vacancy left by T. M. French, who is now president of the West Virginia Conference.

PHILIPPINE UNION COLLEGE students now speak only English. The regulation banishing dialect from the campus is a result of a recent campaign for better spoken and written English.

THE FOUNTAIN HEAD SCHOOL in Tennessee is building a new academy building which will house the church school, academy classrooms, chapel, and laboratories. The building should be ready for occupation about the first of the new year.

GLENDALE UNION ACADEMY has an academy enrollment of 151, with 197 enrolled in the elementary school.

THE A CAPELLA CHOIR of Pacific Union College gave a forty-five-minute program at the Temple of Religion on Treasure Island, October 22.

THOMAS W. STEEN recently completed all requirements for the degree of Doctor of Philosophy at the University of Chicago. The degree will be conferred December 19. The title of Mr. Steen's dissertation is "An Evaluation of the Vocational Choices of Students Whose Religious Beliefs Limit the Range of Their Occupational Opportunities."

NEWBOLD MISSIONARY COLLEGE, in England, opened September 5 with an attendance of 100. Air-raid precautions were adequately taken under the direction of members of the faculty. No students from the Continent arrived after the declaration of war; consequently, the enrollment is smaller than last year. An effective "blackout" which prevents the emission of light from all windows and doors after sundown was operative from the first. A number of commendable improvements in the physical plant had been made when the school opened.

PORTLAND UNION ACADEMY opened on September 11 with the largest enrollment in its history. More than 120 academy students and 155 elementary pupils have matriculated.

MYRTLE V. MAXWELL is now professor of elementary education and director of elementary teacher training at Pacific Union College. Miss Maxwell has taught at Union College and Southern Junior College.

THE HAWAIIAN MISSION ACADEMY reports an enrollment of 161 academy students, as compared with last year's total of 130. The elementary department has also increased its enrollment from 106 to 126.

ATLANTIC UNION COLLEGE raised $1,800 of its $2,200 Harvest Ingathering goal during the first two days of solicitation.

A COMPREHENSIVE EXAMINATION for prospective teachers, sponsored by a department of the National Education Association, will be given in large cities throughout the United States during March of 1940. Percentile ratings will be assigned to all participants, and will be supplied to institutions employing teachers.

LOIS HALL, who has taught piano and organ at Washington Missionary College for the last several years, is now instructor in piano at Pacific Union College.

WALLA WALLA COLLEGE ACADEMY opened September 25, with an enrollment of 107, an increase of 13 over last year's enrollment.

ALICE BOYD, a graduate of Pacific Union College with several years of teaching experience in elementary schools, has been added to the teaching staff of the Hawaiian Mission Academy and Advanced Training School.

WALLA WALLA COLLEGE students raised over $1,000 in their Harvest Ingathering field day, October 10. Teachers and children of the elementary school brought in nearly $250 of this amount.

SAN DIEGO UNION ACADEMY has 86 students, a new high point in enrollment for the time of year. The English and commercial departments are being enlarged to accommodate the students, and a new piano has been added to the equipment in the music department. The new addition will soon be completed.

UNION SPRINGS ACADEMY has one of the largest opening enrollments in its history. There are 121 students in the academy grades. Dormitories are filled, and rooms have had to be rented outside. Numerous repairs and improvements have been made in the school plant.

D. J. BIEBER is now serving Maplewood Academy as its accountant. He was formerly at Oak Park Academy.

ENROLLMENT IN BIBLE CLASSES at Pacific Union College for the first semester of 1939-40 totals 526 students. They are enrolled for the following classes: Introductory Bible, 24; Daniel and Revelation, 208; Bible Doctrines, 66; Personal Evangelism, 7; Field Evangelism, 13; New Testament Epistles, 25; Major and Minor Prophets, 33; Life and Teachings of Jesus, 68; Ancestry of the Bible, 40; Gift of Prophecy, 21; Seminar in Biblical Research, 21.

C. M. SORENSEN, for the last eight years a teacher in the theological and language departments of La Sierra College and pastor of the local church, has taken up new duties as pastor of seven churches in the Central California Conference.

THE SEMINAIRE ADVENTISTE, our school at Collonges, France, has opened late, with 35 students. Several faculty members had to return to Germany and England, and some were called into military service. Classes and chapel are conducted in the men's home. Despite travel limitations, other students are expected soon.

GEORGE CAVINESS, recent graduate of Pacific Union College, has been appointed professor of Greek and modern languages at Atlantic Union College.

THE GEORGE WASHINGTON RINE LECTURES in Language and Literature were established at a meeting of the teachers of English, speech, and foreign languages at Pacific Union College. The name was given in honor of the first professor of English in the college. The first series, on the great epics of the world, will include lectures on the book of Job, the Iliad, the Aeneid, the Nibelungenlied, Le Chanson de Roland, El Cid, the Divina Commedia, and Paradise Lost.

THE 500TH ANNIVERSARY OF PRINTING will be celebrated in 1940 by nation-wide observances. Comprehensive plans are being formulated by a committee of the American Institute of Graphic Arts, supported by an appropriation from the Carnegie Corporation. A "Manual of Suggestions" may be obtained by writing to Will Ransom, Secretary, Printing Anniversary Committee, American Institute of Graphic Arts, 285 Madison Avenue, New York City.

SPECIAL STUDIES IN EDUCATION, made either by graduate or advanced college students or by teachers in our schools, are welcome at the editorial offices of the JOURNAL. This is especially true if the studies cover denominational school problems and are sent with short summaries.

WASHINGTON MISSIONARY COLLEGE enrollment at the end of the second week stood at 477, just 70 more than the 1938-39 enrollment at the same period.

THE SECRETARIES OF THE DEPARTMENT OF EDUCATION have spent much time since the Autumn Council among the schools and institutes. During November, H. A. Morrison attended institutes in the Southern Union; J. E. Weaver, in the North Pacific. W. H. Teesdale divided the month between editorial work and the inspection of the academies of the Central and Northern Unions.

NEW SYLLABI for secondary schools were prepared in the year 1938-39 for algebra, English I, II, and III, French I and II, geometry, and home economics. At the same time brief tentative outlines were made for Bible doctrines, denominational history, New Testament history, and Old Testament History.

SYLLABI REVISED during the present year and available immediately are biology (including a six-week course in physiology) and bookkeeping. Plans are on foot for a general history outline and for other revisions.

REQUESTS FOR SYLLABI should be addressed to the union secretary or to the General Conference Department of Education.

Educational Convention Dates

December 1, 2, National Council for the Social Studies, Kansas City, Missouri.

December 6-9, American Vocational Association, Grand Rapids, Michigan.

December 27, 28, National Council of Geography Teachers, Chicago, Illinois.

December 27-29, American Accounting Association, Philadelphia, Pennsylvania.

December 27-30, National Commercial Teachers Federation, Pittsburgh, Pennsylvania.

December 28, 29, National Council of Mathematics Teachers, Mathematical Association of America, and American Association for the Advancement of Science (joint meeting), Columbus, Ohio.

December 28-30, American Historical Association, Washington, D.C.

February 21-24, National Vocational Guidance Association, St. Louis, Missouri.

February 24-29, American Association of School Administrators (a Department of the National Education Association), St. Louis, Missouri.

February 29, March 1, 2, American Association of Junior Colleges, Columbia, Missouri.

Slow-Learning Pupil

Continued from page 15

some experience in the meaning of authority. Over and over in the writings of the Spirit of prophecy appear instructions that children are to be taught self-control, to be trained to think and act independently. If we can provide activities which will give us an understanding of each dull child's interest, we can make it possible for him to succeed and to live a purposeful life.

Education consists in the development of those capacities which the child possesses, whether academic, manual, or social. Each child must be held responsible for the greatest use of that ability which he does possess, and it is our privilege as parents and teachers to help him reach that goal. Emphasis must be on the all-round growth and development of the child, rather than on his accomplishment as measured by grade levels.

The mentally retarded child needs, first of all, to be happy. He needs supervision in his play as he does in his schoolwork. Someone has given two practices which parents and teachers of dull-normal children should guard against: (1) leaving the child to his own devices with nothing constructive to do, and (2) leaving him in the care of thoughtless or even unscrupulous companions. These warnings are wholesome for parents of normal children as well. There must be perfect cooperation between the home and the school to make any undertaking for the child effective.

Freedom and an informal atmosphere in the school cause even the slow child, who naturally lacks initiative, to develop the ability to question, to make suggestions, to confer with others, to find the material he needs for a certain piece of work, and to try out equipment and procedures. He learns that he must do things that do not interfere with the rights of others, and so he develops a sense of responsibility. He is thinking independently, but choosing conduct which is socially helpful.

The teacher must give careful guidance, for the mentally retarded child is not so adept at utilizing former experiences and foreseeing consequences as is the normal child. He must also be aided to persevere under difficulties.

In every local situation there are units or projects which can become the experience ground for the working out of these habits, skills, and attitudes. These units should provide for the tool subjects. Hardly any unit will furnish all the practice needed for mastery of tool subjects, but by making the child, through the unit, feel his need of learning to read, to write plainly, to speak clearly, and to count accurately, the teacher is providing a life situation for such practice. The value of these units becomes evident when we recall that the slow child must have firsthand experience with actual things; he must handle the seeds, see the firehouse, visit the railway station, and make excursions to factories. He is badly handicapped unless he has many of the actual experiences from which to build the experiences that must come to him secondhand. When we come to the full realization that understanding children is of primary importance, and subject matter is secondary, then we will be in a position to render real service to each child.

Colleges as Training Centers

Continued from page 5

3. The missionary college must be a hive of missionary activity. The goal of training is not graduation, but service. The spark of interest must, by exercise, be fanned into a flame which, as a beacon light, will later pierce the darkness of heathenism. There must be more than an interest in missions —there must be living cords of activity reaching through college days into the years of service in the fields beyond.

In every college those in whose hearts has throbbed a call to foreign service should be formed into a Foreign Mission Band. They should study the problems and the history of mission work in general, and specialize on the fields to which some may later be appointed. They should interest themselves in the tropics, the prevailing customs and religion of the people, the government regulations, and the most successful methods of African evangelism.

One missionary society includes this question to applicants for foreign service: "Your purpose is to win men to Christ in a heathen land. Have you done so in this country?" Home service is the test of fitness for foreign service. The Foreign Mission Band, therefore, will not only lead in such campaigns as Harvest Ingathering and Missions Extension, which directly strengthen the work abroad, but will also be foremost in personal soul-winning endeavor both inside and outside the college.

4. The missionary college should develop attitudes rather than seek attainments. Position is less important than direction, for one is static, the other is moving. The attainments of a missionary appointee may be important; his attitudes are much more so. College should not be an educational exit, but an educational entrance, a place in which one learns how to learn in the school of life.

Above all else the college should have taught the appointee the attitude of prayer —more important than the attitude in prayer. Prayer is the refuge for the troubled soul. In a spiritual crisis that is worth all the college degrees of Christendom! It may not show on the diploma, but it shows in the life.

5. The missionary college should produce men and women of many interests. The self-centered worker is a failure in the isolation of a mission field. Let college days create an interest in nature, in good books, in hobbies. At home, when a fit of depression comes, one may find relief by a walk in the park or a visit to some busy shopping center or to a friend in the neighborhood. No such avenues are available to the compound-bounded missionary, miles from centers of civilization. His nearest neighbors are probably only the fellow workers on the next station, a day's journey away, and they, too, may be suffering from the same complaint!

The missionary must have somewhere in himself the place of refuge. The bookcase, the stamp collection, the camera, the tool chest, may provide relief if college days have not been so occupied with study of things and facts that the student himself has been neglected.

6. Finally, the college course should be related to the practical, as well as to the spiritual, needs of the missionary.

Learn first to speak the English language correctly. To profess a knowledge of Greek and to make glaring mistakes in the mother tongue will not favorably impress European settlers, or win the respect of government officials.

Learn to keep accounts. The keeping of the mission books is probably the least-liked work that comes to the missionary—but it must be done. A short course in bookkeeping would save the missionary many headaches and sleepless nights, to say nothing of the relief it would bring to the field superintendent.

"Teachers should be educated for missionary work." [3] As Elder Dick told the assembly at Blue Ridge two years ago, "With but few exceptions those going forward to service abroad, whether called for schoolwork or not, sooner or later come to have responsibilities directly or indirectly in the promoting or controlling of schoolwork. . . . I am frank to say that the great need of the foreign fields, as I view it, is for trained educationists." [4]

"Physical culture is an essential part in all right methods of education." [5] In every successful mission school, physical training has a very decided place. As the missionary must, in varying degree, be responsible for schoolwork, he is badly handicapped if he is unable to instruct teachers in this necessary branch of their work.

If it is essential in Europe for students to know the elementary principles of agriculture and handicrafts, it is doubly so in Africa. All who know that continent state unanimously that the education of the natives should definitely be connected with the land. We do not want our members to drift to the cities. In any case, Sabbathkeeping seriously limits the possibility of employment there. But with a knowledge of how to cultivate properly, how to use the materials at hand in forest and swamp, and how to build better homes, we obtain united, prosperous families, with resultant increased home happiness and larger tithes and offerings for God's cause. So let colleges include, at least for those interested in foreign work, a short course in agriculture and simple carpentry.

Our colleges should train in church duties. The missionary with little experience will have hundreds, perhaps thousands, of souls in his care. He must know the procedure and the practice of church activities.

"The youth should be set on fire, not with wild enthusiasm, but with that fire which burns deeply—the fire of some high ideal, some great thought, some dynamic purpose, that will lead them to accomplish mighty deeds for God. What a teacher gives his students out of his head . . . is very small compared to what he gives them out of his soul." [6]

---

[1] Ellen G. White, *Testimonies for the Church*, Vol. V, p. 386.

[2] L. H. Christian, "Imparting a World Vision to Our Students," *Report of the Blue Ridge Educational Convention*, p. 194.

[3] Ellen G. White, *Testimonies for the Church*, Vol. VI, p. 136.

[4] E. D. Dick, "Qualifications for Foreign Missionaries," *Report of the Blue Ridge Educational Convention*, p. 67.

[5] Ellen G. White, *Special Testimonies on Education*, p. 32.

[6] L. H. Christian, "Creative Thinking—the Greatest Preparation for Missionaries," *Report of the Blue Ridge Educational Convention*, p. 73.

I Chose a Small College

Continued from page 22

gled out as one who did not agree with much of the material presented. Thereafter I became the butt of many a well-directed shaft of wit and sarcasm. This is, I am informed by friends who have studied in other institutions, a common lot of those who are skeptical of evolution.

It is this emphasis on evolutionary teaching and research by the staffs of the large institutions which prompted me to choose, instead, a smaller school that is founded on the Fundamentalist belief. Other things, of course, as I have already intimated, contributed to this decision, but they may be designated as secondary considerations.

One may wonder why I have so strong an aversion to the evolutionary explanation of the origin of our world. I have been appalled by the numbers of students who have taken their own lives in late years, and have analyzed the reasons left by many of them for their acts. Almost invariably they have been bewildered by the complexity and stresses of modern living. Lacking a definite understanding of modern life, and scoffing at the thought of future existence, young people of today live madly for the moment, forgetting that they have "a heaven to win and a hell to shun." I am not surprised that, tiring of the giddy whirl, sated with forbidden pleasures, they choose an untimely exit from an unkind world.

The small college with its belief in God can give a firm emotional stability; it can minister to a peace of mind and aid its students in finding themselves and their place in a complex world.

More than anything else, I value the peace and calm that come from spiritual union with my Creator. For that reason I dared not expose myself to the agnosticism which insinuates itself into some larger colleges.

As I turn from my alma mater toward the problems of life, with courage in my heart and a song on my lips, I count myself fortunate to have had the privilege of graduating from a small college whose benediction shall follow me in the difficult days ahead.

HAROLD YEATS.

The JOURNAL of TRUE

Education

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

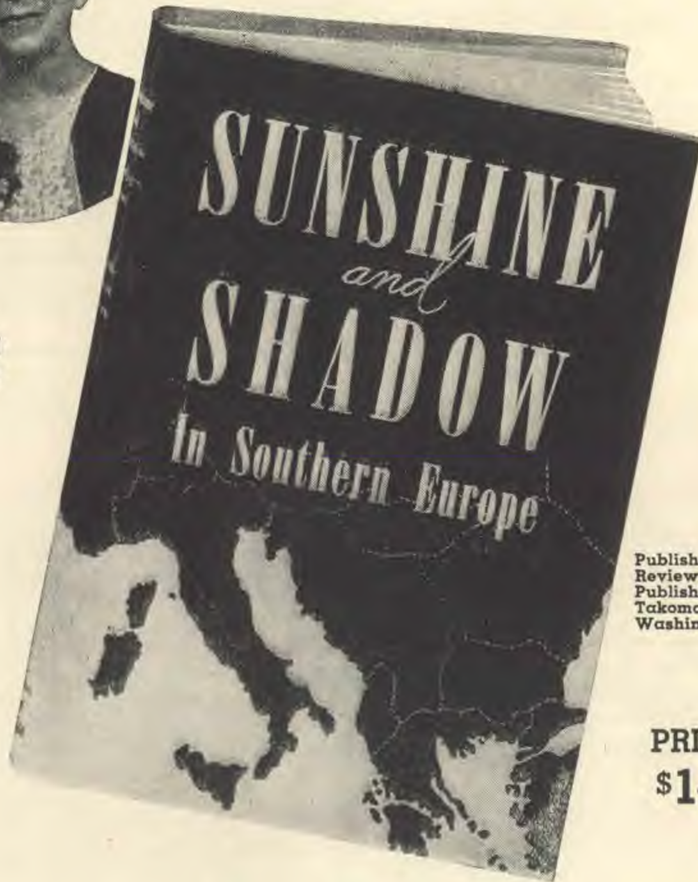
W. HOMER TEESDALE, EDITOR
HARVEY A. MORRISON *Associates* JOHN E. WEAVER

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

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

A NEW BOOK

By
MATILDA
ERICKSON
ANDROSS



Published by
Review & Herald
Publishing Assn.
Takoma Park,
Washington, D.C.

PRICE
$1.50

Read this vivid, firsthand story of the personal experiences of our heroic men and women of the advent movement in Southern Europe, where, through the sunshine of liberty and the shadow of persecution, the work of the gospel message for today continues to prosper.

The author has returned recently from a trip abroad, where she came in touch with the people of these lands. Her descriptive powers carry the reader from one interesting and historical place to another, and from one incident to another, with lessons of spiritual fortitude drawn from the lives of our faithful heroes of the cross. A captivating book for young and old.

ORDER OF YOUR

BOOK AND BIBLE HOUSE

The College of the Golden Cords

UNION COLLEGE

Lincoln, Nebraska

"Where Nature and Revelation Unite in Education"

PACIFIC UNION COLLEGE

Angwin, California