

The JOURNAL of TRUE  
**Education**

VOL. 2, NO. 2

APRIL, 1940



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

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# The JOURNAL of TRUE Education

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

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## Aims and Objectives in Education

*Warren E. Howell*

SECRETARY, DEPARTMENT OF EDUCATION, 1918-1930

THE aims of any worthy endeavor are determined by the objectives to be attained. It is of supreme importance, therefore, in an undertaking at once so vital and so far-reaching in its results as is education, that its objectives be clearly defined. In the interests of making this presentation as definite as possible, it is convenient to classify the objectives of true education as primary and secondary.

*Soul Culture.* Foremost among the primary objectives is the saving of the soul. For expediency, it may be called soul culture. Through sin the soul of man has lost its finer qualities. These must be restored. It is difficult to perceive how fine the qualities of soul were when they came from the hand of the Creator. Man was intended not only to remain godlike, but also to grow more and more godlike.

The soul takes character from that on which it feeds. Our first aim, therefore, in reaching the objective of a cultured soul, must be to place before the youthful intelligence only that which itself is pure and holy and edifying. Above all else, the soul nourishment must be truth.

What does truth do for us? The an-

swer comes in terms that thrill the human soul, "The truth shall make you free." Free from what? Free from the bondage of sin, free from the power that has dulled the finer sensibilities of the soul and changed the crystal glory of its image at creation into the leaden cloud of gloom and despair.

Truth frees us from the limitations of understanding imposed upon us by the motions of sin in the life. Truth frees us from the nearsightedness that narrows the life into the sordid rut of self-serving. Truth opens to the soul an ever-lengthening vista of usefulness and power that transform the life from the barrenness of nonproduction to the fruitfulness of a bountiful harvest. Truth, in short, is to restore to the soul its godlikeness, and its freedom from the dominion of all that is comprehended in that awful word, sin.

It is not overstating the matter to say that half the purpose of maintaining our own schools is the creation of an atmosphere and environment that will be both wholesome and effective in the culture of the soul. Why not make them veritable cities of refuge for our youth, affording them a period of life apart from the

world and its subtle allurements—citadels of strength, for the protection and cultivation of their highest nature?

*Mind Culture.* Next among the chief objectives of true education is a cultivated mind. Our aim in the daily program should therefore be provision for the culture of the mind that is second only to soul culture. Let it be remarked here that it is only as we keep it in this secondary rank that we can proceed with safety in the delicate but highly important work of mind culture.

There need be no conflict, no discord, between soul culture and mind culture. It is with the mind, as Paul declares, that we "serve the law of God." The mind is the most godlike attribute we possess by nature. It is therefore to be cultivated assiduously. We do not want to fall into the rut of the mediocre in the exercise and development of the powers of mind. We cannot afford to allow our youth to do slipshod work in their studies. We do not want to put any unnecessary or ill-advised limits on the range of their mental pursuits. The more intellectually alert the product we turn out of our schools, the more will the name of the Lord be honored and His cause helped in the earth, provided that the cultivation of the mind is kept within the pure channels of soul culture.

*Character Building.* We come now to the third consideration—character building a major objective in true education. Character may be defined as living by principle. Principle is a rule of conduct. The highest form in conduct that a principle may take is self-direction. During the school period, in a community life, a student has many aids in the regulation of his conduct; but when his course is ended, he must face the world very largely on his own. Alone with God he must fight the good fight of faith, waging his warfare on evil and standing firm and immovable for the right because it is right. He must learn the secret of

this power in the little world on the school campus, where it is easy to follow the crowd, but where it requires high moral courage to stand out alone on principle. Any amount of soul culture is in vain unless there is built up in the individual life a firm resistance to every form of evil, and unwavering courage to do the right as God helps us to know the right.

*Physical Health.* Among the objectives in education are a few that may be thought of as secondary in importance, but that are by no means to be neglected. Physical health is one of these. It is customary in schools to require documentary evidence of attainments in previous studies, and usually a record of deportment and character in general. This is necessary and important, but no more so than is evidence of the health status. The wide-awake school management will not only ascertain what the health status and needs of each student are, but will, in cooperation with parents, seek to remedy defects and incipient troubles.

*Practical Economy.* No education can be considered in balance unless it includes training in the practice of true economy. A student who cannot manage his own financial affairs during school life, is not likely to do any better in any calling which he may follow afterward. Not only should he be taught good management in personal affairs, but he should have thorough training in household and business management. A worker in God's cause may have outstanding ability in other respects, but if he fails in ability to administer his own finances or those of any enterprise with which he is entrusted, his work is seriously crippled. We owe it to every youth committed to our care, to put him on vantage ground economically.

*Adaptability.* Another element too often lacking in a graduate who presents himself for employment, is adaptability.

*Please turn to page 27*

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# Can I Work My Way Through College

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*John J. Strahle*

ASSOCIATE SECRETARY, PUBLISHING DEPARTMENT

**I**N thousands of homes all over the United States and in countries across the seas, similar questions are being discussed today. Fathers and mothers talk the problems over anxiously, or hopefully, around the living-room table. It is indeed an excellent tribute to Seventh-day Adventist ideals that this desire for a Christian education, and all that it brings, exists to such a large degree.

It is interesting to know that from 25 to 70 per cent of the students in our colleges earn all or part of their expenses. There are various types of work that students can do while at school, such as dining-hall service, library work, or secretarial work for the faculty. In our larger centers there are many opportunities for part-time employment, and anyone with special training or talents may utilize them to advantage.

Even all these avenues for work do not give the financial help that is needed to prevent the student's getting into debt. Therefore it is well to give thought to what can be done during the summer vacation. It is advisable to work at something which offers a distinct change.

Many of our young people at this time of the year are anxiously seeking an answer to their longing hearts for a way to earn some money for the next school year. The scholarship plan, as worked out by the General Conference, offers our students a unique way of earning a year's schooling during the summer vacation. In fact, three great blessings come through the scholarship plan. They are as follows:

First, A knowledge of present truth is brought to thousands of people.

Second, The student receives a training that prepares him for a definite career in the Lord's work.

Third, The faithful student colporteur is enabled to earn a year's tuition during the short vacation period.

Our college presidents and educators feel that the scholarship plan has been a most wonderful help in training students to help themselves. It not only provides the students a way of earning money, but gives them a schooling in understanding human nature. Such a knowledge enables them to become more effective in their soul-winning work.

Many educational leaders are convinced that a student, in order to receive a well-rounded education, must have more than a technical knowledge of textbooks. There must be opportunity to study human nature and the trend of world affairs by personal contact. The vocation of gospel salesmanship furnishes the opportunity for this direct contact with all classes of people.

Students who desire to qualify for a successful career in the Lord's work can do no better than to spend their summer vacations in the literature ministry. Those who hold themselves above this glorious privilege of receiving this phase of practical education suffer inestimable loss, whereas those who are inspired by a missionary zeal to take advantage of it will have a part in finishing God's great reformatory movement. God has ordained the literature ministry and provided a scholarship plan to meet this very need for the students in our schools who aspire to become efficient workers for Him.

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## You Need Not Be an Artist

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*Esther Pitman*

TEACHER, GRADES 1-8,  
LITTLE ROCK, ARKANSAS

NOT being blessed with as much talent for art as most people, I can understand the problems that confront other teachers who are lacking in this desirable trait. But living as we do in the time when "many shall run to and fro, and knowledge shall be increased," we find that the Lord has provided many ways of supplying our needs and supplementing our inability. Therefore our schoolrooms need not be dreary-looking places with four bare walls, without proper decorations; neither need the children under our care grow up with their talent for art undeveloped.

Decorations affect the order and interest in a schoolroom, as well as the ideas and ambitions of the children. While cleanliness and general arrangement of the room play an important part in decorating it, there are things the pupils can make which will add to its appearance. Children, like adults, are more interested in what they themselves are doing than in what someone else does. Therefore, what they can contribute or have a part in is of great interest to them.

Through projects relative to art and decorations, the teacher may be able to reach that problem child, if she has one. For thereby one can often discover what even the most reserved or indifferent pupil is most interested in, and can at the same time cultivate sensitiveness to beauty and develop talents.

Decorations should be appropriate and seasonable as well as ornamental. They should inspire worth-while ambitions and lofty ideas, and should teach as well as please. They should not be too numerous, and should be changed often. Stencils, duplicators, pantographs, sew-

ing cards, and patterns or designs are easily obtained, and can be used for making decorations and posters for health, safety, nature, courtesy, citizenship, or holidays. They may be used in making greeting cards for Mother's Day or for holidays. They also aid in the teaching of various subjects, such as Bible, health, nature, geography, history, and woodwork.

Material is published in the *Normal Instructor* and the *Grade Teacher*, or advertised by them. It can also be secured from the following companies: A. Flanagan Co., 920 N. Franklin St., Chicago, Illinois; Beckley-Cardy Co., Chicago, Illinois; Practical Drawing Co., Dallas, Texas, or Chicago, Illinois; J. S. Latta and Sons, Cedar Falls, Iowa; Harter Publishing Co., 2046 E. 71st St., Cleveland, Ohio; Hammond Publishing Co., 125 E. Wells St., Milwaukee, Wisconsin; Ideal School Supply Co., Chicago, Illinois; American Educational Press, Inc., 400 S. Front St., Columbus, Ohio; and Thayer and Chandler, 910 Van Buren St., Chicago, Illinois.

The Practical Drawing Company's book *More Decorations for the Schoolroom* sells for \$1.00 and contains appropriate calendars and poster patterns for every month, with instructions for making and coloring them. Latta's *Book for Teachers* contains a large variety of patterns for art and decorations, as well as poems, stories, suggestions for seatwork, and other information. Many master copies printed in hectograph ink can now be obtained. *Activity Pictures to Color*, printed in hectograph ink by the American Educational Press, has good poster patterns of typical Indian tribes,

children of other lands, means of transportation, trees, birds, and wild and domestic animals, with instructions for natural coloring. The price of this is 75 cents.

When passing out such materials, if the teacher does not have the time to help and guide in the coloring, it adds much to the interest and desired results if the pupils are shown a colored copy. If with her crowded program she does not have time to do the coloring herself, she may hand a copy to an older pupil who does such work well. This finished copy may be placed where all can see it before copies are passed out to all pupils. If interest in seatwork of this kind seems to be waning, a colored copy hung on the wall, with nothing said, will quickly elicit requests for copies to color.

Art should be woven into all activities—the way a desk is kept, how books are cared for, and how notebooks or daily papers are prepared. Some place, such as a bulletin board or a strip of burlap at the top of the blackboard, should be provided for displaying the children's work, not only their drawings, but some of their best written work. A few pages of good penmanship, well-prepared composition work, or even neatly done arithmetic, would not detract from the appearance of the schoolroom, if properly arranged. This also stimulates interest and inspires each one to do his best, for what pupil does not enjoy seeing his paper on display?

The pictures used in art studies are attractive. When hung on the wall they afford the pupils opportunity to get better acquainted with them. If the teacher finds it hard to secure all these that she needs, she may inquire about them at the public library. However, almost any picture that is desired for schoolwork can be obtained at small cost from the Perry Picture Company, Box 13, Malden, Massachusetts, or the F. A. Owen Pub-

lishing Company, 24 Bank Street, Dansville, New York. From various sources one may collect pictures that will look attractive in a simple little frame so constructed that the pictures can be changed easily and as often as desired, to fit in with lessons, holidays, or seasons. The children many times enjoy making little frames out of either wood or cardboard. Inexpensive frames may be obtained at any five-and-ten-cent store.

A beautiful calendar for each month, patriotic pictures, maps, or attractive borders, can be put on the blackboards by the use of stencils and showcard color, at small cost. It is so simple and easy that with a little practice anyone can do it. The pupils of our room from the first grade up take part in putting them on the boards. One of the advantages here is that such decorations do not have to be treated with great care. The board may be used and erased as though they were not there. Nothing but water or a damp cloth will disturb them, but they are easily removed with these mediums. If the design loses its brightness on account of dust or chalk, the board may be gone over with a slightly oiled cloth. If the cloth should be too oily, the board should not be used for a day or so.

If not obtainable at local school-supply houses, both the showcard colors and the stencils may be ordered from such companies as Practical Drawing Company, J. S. Latta and Son, or Harter Publishing Company. The cost of the stencils is five or ten cents each. The showcard color comes in two sizes, ten and twenty-five cent jars. Regardless of how hard it gets, it should not be thrown away; all that is necessary to make it usable again is to add a little water and stir well.

Last, but by no means least, plants in the schoolroom contribute not only to the appearance of the room, but to the health of the children. And the schoolroom flower box will be a source of endless interest.

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## A Unit on Creation

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*Lena M. Butler*

TEACHER, GRADES 1 AND 2,  
LODI, CALIFORNIA

THE unit system of teaching is being introduced into our schools as fast as we teachers can adjust ourselves and our teaching facilities to use it. Not all schools are equipped to carry on some units efficiently, but the story of creation can be fitted into the program nicely, whether the teacher has three grades or six.

The children in the first three grades are the ones who have this subject in their Bible classes. When there are other grades in the room, those children unconsciously absorb what they hear as a drill every day. If the group is small, they will gladly take parts when the unit is completed and a program is given.

Because of the teaching of evolution in the public schools, the true account of creation should be most diligently taught. The repetition year after year will make it a part of the children, and since the wonders of nature are so varied and inexhaustible, the subject never becomes monotonous.

The verses of Genesis 1 are learned by repetition at the Bible period—five to ten minutes daily—and are called “our exercises” by the children because of all the motions that accompany the lessons. (Verses 22, 28, 29, and 30 are omitted.) Songs are learned at worship and at the music period, and poems are memorized in reading or English periods and given by a “verse choir” of a few pupils, or recited individually. During the drill period each song and poem is kept in its place, looking forward to a program. This will be given with such ease and natural grace, because it has become a part of the children, that it will surprise even the teacher who taught them “pre-

cept upon precept; line upon line; . . . here a little, and there a little.”

Little children love nature, and Genesis 1 is a perfect outline for its study. The first day, when the unit is started, discuss the many different homes of birds and animals, showing pictures and real nests if possible. The children are always interested to find that for each bird, animal, and insect, and for man, God has provided a home that fits his needs. When Jesus was on earth, He had no home (Luke 9:58), but He has made it possible for everything and everybody to have a home.

The teacher may say: “When I was a little girl I wondered about the beginning of things. Today many people, large and small, wonder, and make up stories from their imaginings. Our business today is to know the truth, and God’s word is truth. This is why we are going to learn the Bible story of the beginning of things so well and in such an interesting way that we shall really be preaching a sermon in our program.”

At least two weeks can be spent on Genesis 1:1-5, always repeating the whole section each morning. Of course, the teacher will have the verses memorized first, so that she can teach them with expression. Explain carefully each thought of the Scriptures. “Void” is easy to say and to understand. Closing the eyes for the darkness and feeling the “Spirit of God” on the waters with outstretched hands, then opening the eyes quickly to show how quickly the light came, will make the verses real and the expression natural. The motions for all the chapter will be found in the third-grade Bible workbook. The sequence



of action helps the children to remember what comes next.

Light is God's helper. It brings life and color to all nature. Teach the colors of the rainbow in order. Use a prism and see how beautiful the schoolroom becomes. Jesus is our prism. When God looks at His children through Jesus, they, too, become beautiful. Natural and spiritual light may be explained here. A character story can be found in the fact that light always travels in a straight line and travels quickly to do its work.

The second day the word "firmament" comes, and as the children push the fog clouds away with their hands, the word soon becomes as familiar to them as the gingerbread man to a child who learns fairy tales. The uses of air and wind will be the basis of stories about health and about the work of the Holy Spirit.

The third day brings little geography lessons of lakes, rivers, hills, and mountains; the miracle of the life in a seed, bringing forth fruit after its kind; the story of Jesus buried as a seed to come forth bearing life-giving fruit for us; the parable of the sower; the wheat and the tares; and the fig tree. Each day some new thought will come to the teacher, sent by the Giver of wisdom. These lessons can be given as worship talks and woven into the lessons of the day. It will always be with a feeling of regret that the class must go on because of the pressure of time.

On the fourth day, let the children represent the sun, the earth, and the moon. The "earth" will love to walk around the "sun" while the "moon" walks around her, making days, months, seasons, and years. The stories of the signs (the dark day and the falling of the stars) will hold the children spellbound. It may be pointed out, too, that God's clocks are always on time.

The story of the fish that was prepared to teach Jonah that no one can hide from

God, finding out how fish and birds are alike, Jesus' love and consideration for the sparrows, and studying the birds around you, will just start the fifth day.

Lessons of faithfulness and usefulness are found in the study of domestic animals on the sixth day. The children may describe them and tell how to be kind to them. Ask the class: "Do you know how many toes a dog or a cat has? how many whiskers? Why do they have whiskers? In what ways are cats and dogs alike? In what ways are they different? Does a horse lie down and get up just as a cow does?"

The man made in God's image on the sixth day is very much changed now. All are to restore this image in their hearts and in their minds. All should guard the will that they might ever serve Him. Although animals are larger and stronger than man, he still has dominion over them.

The lessons of the seventh day, the privilege of still being able to go to Sabbath school and church, and of having a special Guest every Sabbath, will bring a delightful ending to the unit. One trial will convince any teacher of the children's active interest in such a unit.

The first part of *True Education Reader Series, Book One* will be welcomed by the children because it will be so familiar. A lovely notebook illustrating the things studied will be something the children will treasure.

One semester is not too long for this unit.

Here is the program outline as it was given this year at the Lodi, California, church school. If the songs and poems are varied each time, it could be given every year.

### *The Story of Creation*

Song: "The Earth Ball."

Poem: "The Wonderful World," *True Education Reader Series, Book One*, p. 9.

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## Simple School Statements

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*Claude C. Conard*

GENERAL CONFERENCE AUDITOR

**S**UCCESSFUL management in a school or other organization depends largely on the understanding which the administrators have of the fundamental factors of its operation. From a business standpoint, these features are brought out in the financial and operating reports. To be of the most value, statements should portray the true situation clearly, briefly, simply, and comprehensively. (See Balance Sheet given as Exhibit I.)

Operating reports may be summarized in such a form that comparisons with former periods or with previously prepared budgets may be easily obtained. Tendencies may thus be detected, and appropriate measures taken to encourage those moving in the right direction, and to check the trends that may later cause perplexity.

The operating statements of colleges and academies are often set up on a basis which presents the following logical groupings of income and expense: Instruction, Homes, and Industries or Auxiliary Departments. In the instructional group are the educational activities of the institution, including tuitions, fees, and class receipts as income; and teaching salaries, school supplies, and the operation and maintenance of the buildings and equipment that are used for school purposes under the disbursement section. The homes division takes in the rooming provisions for the students, and the furnishing of meal and laundry facilities. Under the industrial section are the departments which furnish supplies to the institution, such as the garden, dairy, and farm; or which provide labor for students, by which they

may help to meet their school expenses.

In making up department statements, many income and expense accounts can be transferred directly from the ledgers to the report forms. Among these are tuitions, fees, salaries and wages, supplies, and specific school expenses. There are other items, mostly on the disbursement side, which are not so readily allocated. Such expenses as heat, light, water, depreciations, insurance, and taxes, are usually paid for the whole institution, and the proportion which belongs to each department or section must be determined by some method of division, more or less arbitrary, which will spread these costs as equitably as may be over the several activities which compose the organization.

The distribution of the incomes and expenses among the sections and departments of an institution, especially in larger schools, has advantages in placing before the managers and department superintendents the operating results and tendencies in the departments on a basis as nearly approximating an independent undertaking as it is possible to show. But the value of extreme departmentalization of a school of any size is open to question.

To keep the entire organization in view, the general administrators and controlling boards need information which is not readily determined from strictly departmental statements as they are usually exhibited. The business manager must be able to compare salary pay rolls and wages this year with former like periods; supplies bought to date with previous purchases; and to determine whether the costs of heat, light, water,

repairs, and other expenditures are increasing above other years' results or the budget provisions. These factors are often all but submerged in the breakdown of the accounts required in the assignment of a part of these expenses to each of the operating departments.

Except possibly in the larger institutions where the major departments are organized on a semi-independent business basis directed by responsible superintendents, it would seem reasonable that the primary or basic operating statement should show the fundamental features in such a form that their full significance is apparent. Even in those schools with large industrial and departmental activities, the information upon which the departmental presentations are based is of no less importance, and may be shown in supplementary statements.

The primary operating report should show, preferably in summary totals, the sources of the income of the organization, and the purposes of the expenditures without regard to the sections or departments of the institution which they affect. A statement in this form greatly simplifies the review of the fundamental factors of management, and places before the controlling board the information which they require in planning for the institution as a whole. Especially is a statement of this kind valuable when used in connection with the institutional budget of the same date, or with corresponding periods of former years. An illustration of this type of report is shown as Exhibit II.

The make-up of the school operating statement with the fundamental features made prominent does not preclude the separation of these factors into the different departments of the institution. This can be done directly from the ledger or on a work sheet; and an extended statement form may be used where the incomes and expenses may be carried out into columns headed for the different sec-

tions. A summary can also be given in the usual departmental form. An operating statement with budget comparisons and departmental distributions is shown as Exhibit II; and Exhibit III is a summary form.

Care in planning the ledgers will make the information readily available for the primary or basic operating report, if that is all that it is desired to present to the management or board; and also the secondary or departmental statements, where the full range is required. Ledger sheets with account titles of tuitions, fees, salaries, wages, etc., may carry columns headed "college," "academy," "elementary school," "dormitory," "culinary," and other departments; and these different incomes and expenses can be distributed into the proper columns at the time the posting is done, in addition to recording the amounts in the total column on each ledger sheet. The sums of the columns each month can be carried directly to work sheets in making up the statements; or if desired, they may be transferred by journal entry to other columnar ledger accounts which summarize the operations by department.

Ledger accounts should be kept with all indirect or overhead expenses, such as light, power, water, depreciations, and repairs; and these may be distributed later to department accounts by journal transfer, or they may be divided on work sheets in making up department reports. One journal credit entry each month to an overhead provision account will place the appropriate part of the indirect expense in each of the operating departments, and leave the separate expense accounts intact to accumulate the year's totals.

For the benefit of the general administrators and the department superintendents, separate department reports can be made up with budget comparisons for the incomes and expenses in each sepa-

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## The Church School Teacher and the Church

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Marion G. Seitz

EDUCATIONAL SUPERINTENDENT,  
ALABAMA-MISSISSIPPI CONFERENCE

A CHURCH school teacher who is earnest, sincere, and consecrated can be an asset to any church. The church school is not merely an ordinary one, but is a part of the church just as much as are the Sabbath school, the Missionary Volunteer Society, and the Dorcas Society, and should be given its rightful place in the church program. The teacher, then, is not just an ordinary educator, but a church school teacher who is training future workers for God's cause.

It was in the nineties that the message came from the servant of the Lord, "Gather in your children." Joel had sounded forth that note centuries before; for he, too, cried aloud, "Gather the children." Ellen G. White continued: "As in their [Israel's] day, so now the Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education."

The church members and the pastor might carry out this instruction and establish a school, but unless they have a consecrated teacher whose earnest desire is to prepare the boys and girls for service here, and to meet the approval of God for the home beyond, it will not be a church school in the fullest meaning of the term.

A consecrated teacher is a soul winner; she will hold baptismal classes, prayer bands, weekly Missionary Volunteer meetings, and daily character-building opening exercises. In all her classes and throughout the day when opportunities arise, she will not fail to bring home lessons of value.

The church school teacher is a good advertisement on the Sabbath for the school, and her relation to the church can be summed up as follows:

First, she should be a member of the church in the place where she is teaching. She is being paid by that church, and tithes and offerings should certainly be given there.

Secondly, a church school teacher should not feel that she must visit her home every week end, if it is near by. The church needs her help on the Sabbath. She should be present and on time at Sabbath school and church services, and should plan to attend prayer meeting, the young people's meeting, and any other religious services.

The third point is that of service. The teacher should be willing to give the second mile of service, by carrying some responsibility in the church as Sabbath school teacher or secretary, Missionary Volunteer officer or worker, and by doing it to the very best of her ability. She should visit the homes of the parents occasionally, being friendly with all, but intimate with none.

The teacher has a part in the financial load of the church. Not only do her tithe and Sabbath school offerings belong in the church where she is teaching, but church expense should have a place in her budget. She may not be able to give much, but she should feel a burden to carry a portion of the load with her fellow members.

At the opening of the school year this fall, the church schools in the Alabama-Mississippi Conference took as their share in the Ingathering the raising of

*Please turn to page 27*

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## Time to Grow

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*Rochelle Philmon-Kilgore*

PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE,  
ATLANTIC UNION COLLEGE

SHE sat in front of me in the prayer meeting in the little white village church. After a number of others had given their testimonies, she quietly rose, and in a voice akin to a bird call or the song of a brook said, "I was down in the garden today. The snows have gone; the ground is warm and moist. I lingered among the pussy willows and the little green clumps of cowslips, and I said, 'Mary, it is time for *you* to grow.'" She renewed her consecration and sank into her seat, but I kept whispering to myself, "It is time for you to grow." Each succeeding spring I have renewed my consecration and my growth.

As teachers in Seventh-day Adventist colleges we must do this, and our growth must be many-sided. Our teaching programs are heavy. We spend so many hours in committees, conferences, and personal work for our students, that it is imperative that we occasionally pause and check up on our own growth.

The spring seems to be the natural time to take this inventory, not only of our own progress, but of that of our students. If we have not accomplished what we desired during the school year, we realize that the summer lies before us with additional time and opportunity. We should carefully consider whether we are spending the summer months most wisely, and whether we are helping our students to get the most from them. It is often of great benefit to us as teachers to have a few weeks or months for concentrated study in our respective fields, whether this study be private or in an institution. Our students may be so directed that they, too, can accomplish much during the summer months.

Summer schools have come to play a very definite part in our educational program. The summer session teaches the students to concentrate on a particular subject and to accomplish it in a limited time. Often this experience of concentration enables them to do more satisfactory work during the following school year. The summer school has a smaller enrollment than the winter terms, which means that teachers have opportunity to do more for the students personally. The enrollment of the summer school includes many who are definitely engaged in teaching or in some other branch of our organized work. Contact with them and opportunity to learn of their experiences may often give the younger or less experienced student just the inspiration that is needed to help him determine more satisfactorily what his lifework should be. On the other hand, the experienced person who comes to summer school imbibes a freshness, a vivacity, an eagerness, and a thirst for knowledge from his contacts with regular college teachers and students, and may be inspired to complete his college course and perhaps to do advanced work.

The summer school offers a rare opportunity to those who are otherwise employed during the greater part of the year and to those who may have been out of school for some time but desire to further their education along certain lines, as well as to the students who need a few extra credits; but it is especially advantageous to those who must earn their way through college and therefore cannot carry a full load of classwork during the school year. Where I am teaching, summer school classes are conducted

in the late afternoon and evening, so that a student may combine work and study. My observation is that the summer school enrollment is made up of earnest, ambitious young people, with whom it is a pleasure to be associated.

And if to the advantages of well-directed, concentrated study under competent Christian teachers can be added the pleasures of a delightful climate, perhaps a change of environment, an opportunity to pursue some special interest, such as nature study, music, journalism, observation of economic or social conditions, research in great libraries, and visits to places of historical or literary interest, the student may well look upon his summer's work as the most valuable of the year.

Atlantic Union College is fortunate in its location in the heart of New England. From the Mohawk Trail and the White Mountains to the seashore and Cape Cod are spread New England's charms. The historic old town of South Lancaster was once wiped out by an Indian massacre. The first missionary work of the denomination was carried on by the Vigilant Missionary Society founded in South Lancaster by Elder S. N. Haskell and Miss Maria L. Huntley. Two miles away stands the house in which Elder J. N. Andrews wrote his *History of the Sabbath*, and from which he went out as our first missionary to Europe. A short drive brings one to Washington, New Hampshire, where stands the old Adventist church in which William Miller preached during the 1844 movement. In Gorham, Maine, is the birthplace of Mrs. E. G. White, and in Portland is the building in which she attended school and near which she experienced the accident which marred her face. At Paris, Maine, was the early printing press on which was published the first volume of the *Second Advent Review and Sabbath Herald*. At Bourdeauville, Vermont, on the "Seventh-day Hill," stands the

Adventist church which is connected with Mrs. White's early labors, and near by is the house in which she had one of her early visions. The *Present Truth* was first printed in Middletown, Connecticut. Elder White carried the first copies from his home at Rocky Hill to the post office in Middletown in a carpetbag.

The student of history at Atlantic Union College may visit the old North Bridge at Concord and Lexington Green where were fought the first battles of the Revolution. Between Concord and Lexington is a marker indicating where Paul Revere was captured. The Hancock-Adams House in Lexington and the Antiquarian Society Building in Concord contain many relics of Revolutionary times. In Boston is the Old North Church, in the belfry of which were hung the lanterns as a signal to Paul Revere for his memorable midnight ride. Faneuil Hall, the Old State House, and Bunker Hill Monument are prominent places of historic interest in Boston, as are Harvard University in Cambridge, New Bedford's Museum of whaling days, and Salem's "street of the porches" built by the famous old sea captains, its witch house, pioneer village, and replica of the "Arabella."

Students appreciate a trip to Plymouth to see the rock on which our forefathers stepped, Cole Hill, where the half of them who died during that first terrible winter were buried, the site of the first house they built, and the cool, bubbling spring which furnished their water supply. In Plymouth and Duxburn lived Governor Bradford, Elder Brewster, John and Priscilla Alden, and Captain Miles Standish. En route to Plymouth one may see the well of "Old Oaken Bucket" fame and the Daniel Webster estate.

Only six miles from the college stands the "Mary Had a Little Lamb" house. "The Wayside Inn," celebrated by Long-

fellow, is in South Sudbury. In Cambridge is the Craige House, which was Longfellow's home for many years. In visiting it, the students pass by the site of the spreading chestnut tree and the village smithy, which are only a few blocks from "Elmwood," the lifetime home of Lowell. Following the north shore they come, in Marblehead, to the home of "Skipper Ireson," celebrated by Whittier, and in Salem, to the House of Seven Gables and the Witch House, which was earlier the home of Roger Williams. A little way inland, at Haverhill, is the Whittier birthplace, described perfectly in "Snowbound;" in Amesbury are Whittier's later home, the Quaker church in which he worshiped, and his grave. Portsmouth was the home of Thomas Bailey Aldrich; and nine miles out to sea are the Isles of Shoals where lived Celia Thaxter.

Portland preserves the birthplace and later home of Longfellow. In the White Mountains, Franconia Notch, the Flume, and "The Old Man of the Mountains" recall Hawthorne's *Great Stone Face* and other stories. In Amherst, Robert Frost and "David Grayson" live. Here are also the former homes of Emily Dickinson and Eugene Field. At Peterboro, New Hampshire, is the famous McDowell Art Colony where Edwin Arlington Robinson did his writing each summer.

A regular feature of the summer session at Atlantic Union College includes visits to many of these places, which enable teachers to take back to their classrooms fresh materials, and students to deepen their appreciation of their heritage. Both return to their work with new visions of their possibilities, with new resolutions to grow.

## Between the Lines

A MAN'S reach should exceed his grasp.  
—*Robert Browning.*

Where all think alike, no one thinks very much.—*Walter Lippmann.*

When everybody's somebody, nobody's anybody.—*W. S. Gilbert.*

A teacher affects eternity; he can never tell where his influence stops.—*Henry Adams.*

He who seeks to transform humanity must himself understand humanity.—*Ellen G. White.*

What is on a child's mind is more important than what is in a child's mind.—*James Marshall.*

Labor, the farm workers, the army, and the school teachers are the four bulwarks of Mexico.—*President Cardenas.*

"The size of an acre depends on who farms it."

"When opportunity knocks, it knocks some people down."

Education merely provides information for intelligence to use.—*Babson's.*

The student is of more importance than the curriculum.—*Ben F. Wood.*

Education of our youth is an inescapable responsibility.—*Floyd C. Wilcox.*

To be small requires real courage. It never was easy, and it is not easy now.—*Charles E. Pettit.*

Character is all that we do and are, personality all that we appear to be and appear to do.—*Joseph Tausek.*

In all ages barbarians have moved and thought in hordes. Barbarians have always worshiped big things.—*Everett D. Martin.*

## INDIVIDUAL INDIFFERENCES—An Editorial

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**T**O one who has never played tennis, the Davis Cup or the Wimbledon Courts mean little. The names Vines, von Cramm, Budge, and Alice Marble arouse no interest. Rural electrification and good roads to market signify little to a person who has neither lived on the land nor invested in it. The Dust Bowl may have less significance to him than does the Rose Bowl or its more recent rivals. The woman who has neither son, brother, nor husband can perhaps read with calm the threats to American peace. The soul not yet delivered from the bondage of sin is unable to appreciate freedom from its power or the joy of deliverance. But a cry for help from one struggling in the surf comes with special responsibility to the lifeguard. It cannot be treated lightly. His very position requires immediate response.

Not every activity in the great world will interest everyone, and allowance must be made for varying aptitudes and attitudes. Family, school, and church will account for many variations in tastes and responsibilities. Some may ignore the call of responsibility. They may be indifferent to the crying needs of society and the church, but not so the Christian teacher. He must wisely make place for individual differences among his pupils, but he cannot yield to individual differences in his own heart or mind. His is a responsibility that persists, one that can be shared only with those who labor in the same realm. He will not be indifferent to the joys and victories of his pupils, nor to their sorrows and defeats.

In this revolutionary period of world thought, too many teachers are oblivious to the shifting of emphasis, the change of method, the adjustment of objectives, the entirely new format and content of

textbooks, and the strange curriculums now appearing in the nation's schools. Although the teacher must not be swept from his feet by every wind of educational doctrine, he must not permit individual indifference to curb his activities or paralyze his thinking in the field in which he should be a learner as well as a master. One's individual indifference to activity in the educational world will make him a poor competitor of the teacher who is always searching for some new thing, and who represents his school and its methods as the latest thing in education.

The thoughtful, prayerful teacher will try to discern with discriminating insight the weakness and danger as well as the good in the realm of education, and will test all by the model revealed in the mount. He will not separate preparation from practice, but will practice his preparation as he goes along. He not only will be learning while earning, but will be constantly growing while instructing. Not only will plans improve, but better work will synchronize with them.

Some teacher may reason that his place is not conspicuous, his work not essential, and thus reasoning, may relax in his efforts to keep pace with the advancing lines on the educational front. But he holds a key position in his sector of the lines and must be alert lest he be overcome by individual indifference and be driven from the field. With a becoming degree of awareness on his part, and an amount of thought and devotion commensurate with his responsibility, he may become a potent spiritual force in his community. He will be able to attract and hold students by the freshness and sheer quality of his ideas and the throbbing vitality of his experience.



## CHILDREN IN A DEMOCRACY

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THE family is truly the threshold to democracy."

"A child grows best in a secure and happy family. There he can receive not only material shelter and food, but love and understanding."

"Most significant child-welfare development in the last 10 years . . . is 'the deepening conviction of public responsibility for children.'"

"In 1930 there were approximately 38 million children in the United States under 16. Today there are 36 million. In 1950 there will be still less."

"Our population is replenished chiefly from areas that offer the least educational opportunity. The nation's farmers are supporting 31 per cent of the nation's children on 9 per cent of the national income."

"The sweeping standard set for community responsibility was: 'When maternal and child health and medical services cannot be provided by the family, the community should make them available.'"

"From 1934-36 an average of 91,000 children died annually from diseases which may be prevented or cured by modern science. . . . Of the 43 million children under 18 in this country, about 16 million are in families with incomes of less than \$800 a year or on relief, an economic condition which precludes adequate medical care."

"Minority groups are at the bottom of the economic scale; . . . they have the most children on the least money; . . . their relief standards often are lower; . . . they are likely to be segregated educationally and culturally; . . . in some communities they are deprived of citizenship rights, and . . . they suffer other legal discrimination and handicaps."

"Every child in America is important to every citizen, because he holds a part of the nation's future."

"Estimate is made that the youth group constitutes one third or more of the total unemployed, and numbers 3 to 4 millions."

"Only 12 States have [child-labor] laws setting a 16-year minimum, and only 11 States specify a work week of less than 48 hours."

"Aid to dependent children has been extended upward under a 1939 amendment to the Social Security Act, so that, starting January 1, 1940, Federal funds will be available, to the extent of 50 per cent of the cost, for aiding children between 16 and 18 regularly attending school."

"Like education, play and recreation are a requirement of persons of low income quite as much as of persons of high income; a requirement of persons who are relatively well adjusted quite as much as of persons who are not; a requirement of all ages, of both sexes, of all sections of the country, of all occupational groups, of all racial and ethnic backgrounds."

"Attention to problems of youth unemployment has brought into focus the all too wide gap between the equipment which the school gives its pupils and the skills and attitudes which they need for successful adjustment in industry and business. The last 5 years therefore have seen a revival of interest in the objectives and methods of vocational preparation of youth and a reevaluation of the traditional vocational education programs of the schools in relation to general education."—*Report of White House Conference on Children in a Democracy, January 18 to 20, Washington, D.C.*

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## Have You Read?

IN the name of the educationally neglected, many courses are being attempted, new curriculums are being organized, different textbooks are being written and sold, and teachers are being challenged to fit their instruction to the new order of things or step aside and "let someone teach who can." Change, adjustment, reorganization, and elimination are prominent orders in the educational program today. The veiled threat of "Change, or step aside" rings through the halls of many schools.

There is danger that the teacher of yesterday will become alarmed and will discard tried and effective methods for the new, only to find himself unsteady on his educational legs and uncertain as to his purposes. The Christian teacher must set up a double guard, one to keep from looking only backward and being content with the past, the other to keep from trying every new nostrum, to the complete confusion of his own program and the utter undoing of the more abiding interests of the children and youth under his instruction.

The greatest problem of the organization and administration, as well as of the instructional program, of the American secondary school, declares B. L. Dodds, "is concerned with providing adequate and appropriate education for all the children of all the people, and its supreme test will be met in the degree to which it succeeds in providing functional positive education for all youth."—"That All May Learn," by B. L. Dodds, in the *Bulletin of the National Association of Secondary-School Principals*, November, 1939.

Such words sound very much like those applied to our own school problem years ago, when the church set itself resolutely to the task of gathering in all the children, so that they might have the benefits of a Christian education. We may well ask ourselves: Who are the educationally neglected in our own church? What do they need from our own schools? How may they best be reached, gathered in, and taught, and what are we going to do about it?

"The curriculum must be changed," is a statement commonly heard among our schools, but when that has been said, economics steps into the circle, and the curriculum stays about as it has been. In the October, 1939, number of the *School Review*, O. I. Frederick lists the following types of research in this field: "Surveys of current practices, surveys of newer practices, studies of groups of outstanding books and courses of study, composites of personal judgments, determination of trends, surveys of communities and larger areas, and studies of the behavior and the development of children." It must be agreed that "more well-planned and well-coordinated objective research on various aspects of curriculum development is needed."

He enumerates the factors to consider in local curriculum programs, as follows: "(1) Organizing the entire faculty for curriculum improvement; . . . (2) Developing an adequate professional library; (3) Making provision for school and community cooperation; (4) Developing a philosophy of education or points of view; (5) Developing aims of education in accord with the philosophy of the school or school system; (6) Surveying important aspects of life in the community; (7) Studying the abilities, interests, and needs of the pupils; (8) Improving the content and the sequence of the curriculum; (9) Improving teaching procedures; (10) Developing plans for appraising pupil progress."

W. W. Charters, editor of the *Educational Research Bulletin*, writes in the January number that "tailoring a custom-made curriculum is an exhilarating experience for a faculty," but that "they can sometimes heighten the feeling of accomplishment and reach practical ends by using everything that has been developed by others." Concerning objectives, he declares that lists have been published "in which all imaginable objectives have been stated by hundreds of teachers. One cannot think of an objective that has not been included." Moreover, "it helps to know that ordinarily

any objective can be classified under: gaining information, acquiring skills and abilities, or developing attitudes." This experienced and well-known educator wisely suggests in conclusion that "any school system that plans to begin a reorganization project will commission its library a year in advance to collect all available units, courses of study, and techniques of curriculum building, index them for us, and have them ready before curriculum committees are appointed." Briefly, that states how big the job of changing a curriculum really can get to be.

The core curriculum has been very popular, but there is danger that, like the boy's big red apple, there will be nothing left of the instruction but the core, or that it will become so broad and comprehensive that it will become ethereal, unteachable, and unmeasurable.

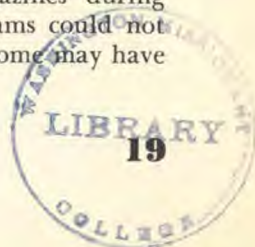
The *Mississippi Program for the Improvement of Instruction* proposes that for the core of the curriculum teachers should select materials to give experiences in nine areas of human activity: (1) protecting life and health, (2) making a home, (3) conserving and improving material conditions, (4) cooperating in social and civic action, (5) getting a living, (6) securing an education, (7) expressing religious impulses, (8) expressing aesthetic impulses, and (9) engaging in recreation. Taking any one of these as the general topic, a student might branch out in his study into the history of all the peoples of all time. For instance, under religious impulses, he could study religion primarily, but in doing so would connect it up with all other phases of life in any nation at any time. There is certainly one thing to be said in conclusion for the core curriculum, and that is that it would loosen up our present offerings in some of our courses and allow more latitude and longitude for the freer development of the subjects and for a little more spontaneous work on the part of students and teachers.

The perennial problem of commencement exercises is the subject of two articles in recent magazines. One is "Commencement as a Unit of Study," by Bertrand W. Hayward, in *Secondary Education* for January. According to Mr. Hayward, who is

principal of the Milo High School, Milo, Maine, "graduation is, or should be, a part of the educational program and not a time solely for sentimental farewells upon embarkation for 'a long voyage into the world.'" The Milo High School 1939 class topic was "Pan-American Relations," and the program opened with the raising of the flags of the twenty-one Pan-American republics, accompanied by the national anthem. Music, dramatizations, and pupil-written essays contributed to the meeting of their objectives, which were: "To inform people more adequately about South and Central America; to acquaint people with the valuable work of the Pan American Union and Congresses; to show the value of a 'good-neighbor policy'; to indicate the necessity for the preservation of democracy in our hemisphere; and to indicate the dangers of foreign isms." With adaptations, this program could be made to fit some mission field, and would present a powerful appeal.

"Looking to the 1940 Commencement," in the February *Journal of the National Education Association*, briefly outlines a few of the outstanding 1939 high-school graduation programs. From the examination of a large number of such programs, the following conclusions are drawn: "(1) The present-day philosophy of these programs is that they should be democratic student projects; (2) they deal with problems of significance to the graduates and to the school and community, (3) they are valuable in their interpretation of school activities and achievements."

In both these articles, the *Vitalized Commencement Manual* for 1940 is mentioned and recommended. This is a 96-page booklet issued by the Division of Publications of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D.C., and available at 50 cents a copy. It contains summaries of about seventy-five 1939 graduation programs, a number of complete scripts, and an annotated bibliography of more than thirty articles dealing with graduation programs, which appeared in educational magazines during 1939. Many of these programs could not be used in our schools, but some may have suggestive value.



What is the difference between secular and Christian schools, aside from the fact that the Bible is taught in one and omitted in the other? The *Link*, organ of the Australasian Union Conference Educational Department, lists four, as follows:

"1. *The aims are different.* In secular schools the aims are good as far as they go. They aim for individual development—of mind and of body. In Christian schools these aims are included, but another is added that cannot belong to secular schools—Godlikeness. . . .

"2. *The second difference is in the materials used.* In secular schools God's word is excluded; religious material is excluded as we expect and desire; but material is used that is antireligious." This includes evolutionary theories, fables and fairy stories, and other harmful reading material.

"3. *The third difference is in the interpretation of the material.* In secular schools the material that is used, especially in the sciences, is presented not only without the acknowledgment of God as the Creator, but with a bias against the belief in God as the Creator. . . . Since the mind grows on that upon which it feeds, not only the materials, but the interpretation of the material should be carefully considered. . . .

"4. *A fourth difference between Christian and secular education is in the method used in teaching.* In secular education constant appeal is made to rivalry and self-aggrandizement. There is much appeal to the idea of measuring oneself by others, and yet we are told plainly that unselfishness underlies all true development and that the measuring of oneself by others is not wise. . . . Shall we not place our children where God's presence is promised, where Christian teachers labor and where other youth from Christian homes are present, where the stigma of oddity is absent and the isolation arising from such stigma is not found? With God's promised blessing accepted in faith, it can be done."

In the December, 1939, issue of *Childhood Education*, Lucy Gage, professor of elementary education at Peabody College, Nashville, Tennessee, asks and answers the question, "In What Do Children Find Objects of Allegiance?"

The very young child gives allegiance

to those who care for him—his mother or his nurse. As he grows older, anyone who takes time to "dignify him as a person" and enter into his problems and projects, may be the object of "loyalties which cannot be built in a day, but are the result of continuing satisfactions that are tested and tried again and again in his everyday world with unvarying responses."

If he fails to find understanding in the home, "he often turns to the wider neighborhood world, seeks out the companionship of the corner grocer, the bridge tender, the railroad-crossing man, the postman, the peanut vender, the painter—anyone who satisfies this deep inner hunger for emotional understanding." The child who is unable to find satisfying human companionship may transfer his loyalty to a pet—a dog, a cat, or a rabbit—or he may find in the trees and growing plants "a friendly world away from people."

In the world of imagination and play, he may create for himself a life centered around his own particular treasures—pieces of broken glass, a disreputable rag doll, or a worn-out toy. "Around any of these may be woven the magic ring of allegiance, because it most completely satisfies his hidden needs. Here he feels completely at home and in control of a world all his own."

When the child enters school, his world enlarges to include many new interests. "Here the teacher is an interesting factor as the interpreter, linking the world without with that within the school. In so far as she is the embodiment of integrity and justice, and is imaginatively alive to his language of feeling about people and things which he treasures—in short, respects his loyalties—she easily takes precedence in his newly created world of ideas and ideals."

The older child enters into stories of adventure and heroism and relives them in his imagination. As he approaches adolescence, he has formed definite and strong attachments and loyalties to individuals and to principles. "Ideals spring up quickly and are fastened into the fabric of a life, coloring its tempo, its quality, its texture. Depending upon how it is channeled, it will flow toward allegiances that are wholesomely constructive or into equally fierce loyalty toward the gangster with his dash,

bravado, daring, cruelties, successful evading of the law."

Miss Gage presents this challenge to the teacher: "We must all be able to sustain ourselves under this keen scrutiny of a more discriminating allegiance. We must measure up in our own loyalties lived before him daily. Every child has a growing respect for those who stand the test of squareness, who live the principle that is set for him to follow. . . . Are we strong enough to make ourselves uncomfortable to the extent of facing facts with him? . . . Whenever we fail to meet the issue squarely we close the door on a free flow of understanding and confidence. We close the open road to continued loyalty."

Healthy adult-child relationship, whether teacher-child or parent-child, has four components, as stated by Arnold Gesell in *School and Society*, February 17, 1940. These are: (1) Considerateness—the respect for the dignity of the individual, child as well as adult; (2) Benevolent discipline, tempered to the capacity of the child and tolerant of his immaturity; (3) A sense of humor—a beneficent kind of pliancy—that functions in keeping the individual from becoming mechanized and hardened; (4) An appreciation of the psychology of the growth of the child's personality.

## Unit on Creation

*Continued from page 9*

Genesis 1:1-5

Story: "Through the Prism."

Story: "Little Red Flower."

Song: "Jesus Bids Us Shine," *Christ in Song*, No. 501.

Genesis 1:6-8

Poem: "Air Paints."

Poem: "The Wind," Robert Louis Stevenson.

Song: "The South Wind," Newton, *Primary Melodies* (old edition).

Genesis 1:9-13

Poem: "A Package of Seeds," Edgar A. Guest.

Songs: "Water Lilies," "Sweet Peas," "Poppies," Riley-Gaynor, *Songs of the Childworld*, Book II, published by the John Church Co., Cincinnati, Ohio.

Genesis 1:14-19

Poem: "Moon Silver."

Song: "Good Morning, Merry Sunshine," *Joyful Songs*. (Use words in *True Education Reader Series, Book Two*, p. 61.)

Poem: "My Shadow," *True Education Reader, Book Three, Part One*, p. 142.

Song: "Little Stars That Twinkle," *Christ in Song*, No. 253.

Genesis 1:20, 21, 23

Poem: "The Turtle."

Song: "Happy Little Fishes," Wiggen, *Kindergarten Chimes*.

Poem: "The Woodpecker," Elizabeth M. Roberts, *101 Best Poems for Boys and Girls*, published by Whitman Publishing Co., Racine, Wisconsin.

Song: "The Woodpecker," Frederick Manley and Ethelbert Nevin, *The Common Schoolbook of Modern Music* (old edition), published by Silver Burdett and Company, New York.

Genesis 1:24-27, 31

Poem: "The Butterfly's Baby."

Song: "The Bumble Bee," Riley-Gaynor, *Songs of the Childworld*, Book I, published by the John Church Co., Cincinnati, Ohio.

Poem: "A Kitten's Night Thoughts."

Song: "Rover," *Churchill-Grindell No. 5*, published by Churchill-Grindell Co., Platteville, Wisconsin.

Genesis 2:1-3

Poem: "The Seven Trees," *True Education Reader Series, Book Two*, p. 181.

Song: "The Seventh Day," *Sunshine Songs*, No. 21.

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## A Term Defined

"DOCTOR (Lat., from *docere*, to teach). A title formerly used, in accordance with its derivation, to signify a teacher in general; in more recent times it is a title of honor conferred by universities. The word had long been used as a general term for teacher, before it came to designate degree or rank in the learned hierarchy, to which only the united body could advance the candidate. . . . When it began to be formally bestowed, it conferred the unrestricted right to teach, and a voice in the granting of degrees to others. . . . Throughout the Middle Ages, however, there was a tendency to use indiscriminately the titles of master, doctor, and professor. . . . In modern times the title of doctor has been applied almost everywhere to the three faculties of theology, law, and medicine."—*New International Encyclopedia, second edition.*

"Doctor (Lat. *docere*, to teach), the title of an authorized teacher. In this general sense the term occurs in the O. T.; the 'doctors' are mentioned with the 'princes and ancients' (Deut., xxix, 10; xxxi, 28). . . . It was the duty of these doctors to expound the law, and this they performed at the time of Christ, who was found in the temple 'in the midst of the doctors' (St. Luke, ii, 46). Another meeting of our Lord with the 'doctors of the law' is recorded in St. Luke, v, 17. . . .

"The use of *Doctor* as an academic title dates from the founding of the medieval universities. Before these were regularly organized, any teacher who gathered about him a number of students was a doctor, *dominus*, or *magister*. During the first half of the twelfth century, the title *Doctor* acquired a more special significance, though it still implied personal excellence rather than official position. . . . The doctorate was first granted in civil law (*doctores legum*),

later in canon law (*doctores decretorum*), and, during the thirteenth century, in medicine, grammar, logic, and philosophy. The doctorate in music was conferred at Oxford and Cambridge in the fifteenth century. . . .

"Among the various doctorates, that in theology ranked first. . . .

"The chief significance of the doctorate lay in the fact that it authorized the recipient to teach everywhere without undergoing further examination—*jus ubique docendi*. This prerogative developed gradually out of the *licentia docendi* which the degree itself implied, i.e., the right to teach in the university which conferred the doctorate. . . .

"The essential meaning of the doctorate as fixed by the medieval universities is preserved in modern academic usage; the degree implies a qualification to teach. It has, however, undergone various modifications which are due partly to the development of the sciences and partly to changes in educational theory and practice."—*Catholic Encyclopedia.*

"Doctor (Lat. for 'teacher'), the title conferred by the highest university degree. Originally there were two degrees, those of bachelor and master, and the title doctor was given to certain masters as a merely honorary appellation. At Bologna it seems to have been conferred in the faculty of law as early as the twelfth century. Paris conferred the degree in the faculty of divinity, according to Antony Wood, some time after 1150. In England it was introduced in the thirteenth century; and both in England and on the Continent it was long confined to the faculties of law and divinity. It was not until the fourteenth century that the doctor's degree began to be conferred in medicine."—*Encyclopedia Britannica, 14th edition.*

## NEWS from the SCHOOLS

THE FUNERAL OF CHARLES A. BURMAN, dean of men from 1920 to 1935, was held on the campus of Emmanuel Missionary College on February 13. Maple Hall will be renamed Burman Hall as a tribute to his memory. "The fragrance of his quiet, godly influence has enriched the experience of those whose lives he touched."

PHILIPPINE UNION COLLEGE was host to a three-day Youth's Congress for the young people of the Philippine Islands, December 27 to 30, 1939. Devotional meetings and conferences were led by C. Lester Bond, F. A. Mote, and A. M. Ragsdale.

ENROLLMENT in the schools in the Pacific Union Conference has reached an all-time high level. In the elementary schools are 4,417, in the intermediate 349, in the academies 1,686, in the colleges 1,012, and in the nurses' training schools 300. The College of Medical Evangelists has 164 students at Loma Linda and 168 at Los Angeles.

THE INCA UNION reports its three training schools full to the doors this year, with nearly six hundred students. The 160 primary schools have over five thousand pupils. C. D. Christensen has just finished five years of service on behalf of the youth at our Lake Titicaca training center, and his work has produced very satisfactory results. That institution is now supplying adequately prepared workers to the needy field.

MEMBERS OF THE TEACHING FACULTY of the College of Medical Evangelists in the last twenty years have increased from 85 to 350. In physical equipment, measured by money value, including lands and buildings, the college had in 1920 assets of \$750,000. In 1940 it has \$2,500,000. The annual operating budget for teaching purposes twenty years ago was \$206,657.81. Today it is \$324,175.00. Of these operating funds, in recent years, an increasingly large proportion is furnished directly by denominational agencies in the form of direct appropriations.

THE THEOLOGICAL DEPARTMENT of Atlantic Union College has continued to grow until now there are sixty theological students preparing for a place in God's work. Of this group, seven are receiving Th.B. degrees this year and will go out into active service. Seven efforts and five Bible study circles are being conducted in halls and homes of adjoining towns and cities, while another group of students is preparing the ground for Bible studies by distributing literature.

NORTHERN LUZON ACADEMY students are conducting sixteen branch Sabbath schools, with a membership of nearly four hundred. More than fifty students went out on Sabbath afternoons to villages as far as six and eight miles away, walking across the fields, to establish the Sabbath schools. A number of souls were converted and baptized.

PLANT B OF THE COLLEGE WOOD PRODUCTS, at Broadview Academy, was destroyed by fire on February 22. The building and equipment were valued at fifty thousand dollars. The loss was partly covered by insurance. The school began at once the rebuilding of the plant.

THE PERU MISSION now has twenty-four church schools. Just four years ago there were six. This 300 per cent increase is a result of the awakening of the people to a realization of the necessity of a Christian education.

EMMANUEL MISSIONARY COLLEGE last year assisted students to the amount of \$106,668 through labor, N. Y. A., loans, scholarships, and discounts. Forty-four student colporteurs earned scholarships totaling \$3,450.

TWELVE ADDITIONAL STUDENTS at Southern Junior College have been employed as a result of the supplement of a furniture department to the Wood Shop Industries.

THE JUNE NUMBER of the JOURNAL will be mailed to your present address. If you do not receive it, communicate with your post office.

HAROLD K. SCHILLING will give up his duties as dean of Union College at the close of the school year, and will devote his entire time to the department of physics.

LA SIERRA COLLEGE registered 29 new students at the beginning of the second semester, bringing the total enrollment to 424 in the junior college and 150 in the preparatory department.

MERLIN L. NEFF, associate professor of English at Walla Walla College, has accepted the invitation of the Pacific Press Publishing Association to join their editorial staff.

PACIFIC UNION COLLEGE registration at the opening of the school semester reached 602, which is the largest in the history of the school. With 195 in Grainger Hall and 205 in Graf Hall, both dormitories are filled beyond their normal capacity.

SOUTHERN JUNIOR COLLEGE supplies 173 students with enough work to meet all their school expenses. Sixty-one earn three fourths of their charges, 33 earn one fourth to one half, and only 21 individuals earn less than one fourth, or pay full expenses in money.

FRANCIS M. BURG, dean emeritus of the School of Theology of Walla Walla College, recently passed his seventieth birthday. Elder Burg was ordained to the ministry in 1897 and has been connected with Union College, the College of Medical Evangelists, and Walla Walla College.

THE VIOLA CHURCH, in the Upper Columbia Conference, has had a school since 1907. The first school was held in the home of one of the members. At present, schoolwork is carried on in a suitable room in the basement of the church. From this school, the following have gone out to labor in the cause of God: seven nurses, two wives of evangelists, one president of a union conference in the Far Eastern Division, one academy principal, one secretary-treasurer of one of the world divisions, one doctor who spent a term of service in the mission field, two academy teachers, one missionary, and one worker in a publishing house. In addition to these, there are many who are living godly, consistent Christian lives as the result of the influence of a Christian school.

J. I. ROBISON, educational secretary of the Northern European Division, writes: "Our schools in Northern Europe are all operating, even in Finland, although we have no word from Poland. The first word we had from Finland was that the school had been closed down and taken over by the government as a hospital. However, later word received indicates that the school is still carrying on, although with a reduced number of students. Two of the teachers have also been called for medical service in the army. . . . You will be glad to know that Miss Undritz, teacher of English and German, changed her mind just at the last and did not go to Germany. For this we are very glad. She is continuing her work in the Estonian school."

A DEPARTMENT OF PHYSICS AND MATHEMATICS has been established at Emmanuel Missionary College, with J. L. Thompson as its head and C. L. Woods as an instructor. H. F. Halenz is to head the Department of Chemistry, and H. J. Klooster is to assist in instruction in this department. B. H. Phipps, associate professor of biology, has been designated as acting head of the Department of Biology.

AGNES L. SORENSON, associate professor of modern languages at Walla Walla College, will leave the college at the end of the winter quarter to study in the University of Southern California. According to present plans, she will complete her work for a Ph.D. in modern languages by next autumn, at which time she will resume her work in Walla Walla College.

THE EMMANUEL MISSIONARY COLLEGE BOARD at a recent meeting authorized the expenditure of \$86,725 for needed improvements in the school plant. Of this amount, \$47,500 is to meet the emergency requirements for a new heating plant which is to be installed during the coming summer.

ATLANTIC UNION COLLEGE reports progress in the construction work on the new residence hall for women. The exterior is almost completed, and the interior work is well under way.

WILLIAM E. GUTHRIE, instructor in printing at La Sierra College, has accepted a call to Japan to serve as head of the Japanese publishing work at Tokyo.



UNION COLLEGE reports a total enrollment of 449. This is the highest number of students to be enrolled at the college for several years.

J. A. SIMONSON, principal of the Hawaiian Mission Academy since 1928, is returning to the States this summer and will continue in active educational work. Frank E. Rice, for some years the teacher of Bible and history in the same school, succeeds him as principal.

M. WALLACE NEWTON, "the grand old man of Howell Mountain," was the guest of honor at the fifth father-and-son dinner at Pacific Union College on February 29. His response to a toast in his honor reviewed the thirty years he has spent on the campus, and breathed the same quality of courage and kindness that has made him such an element of strength in the lives of his students and associates.

THE ACADEMIES of the Pacific Union have recently been formally inspected by A. C. Nelson, educational secretary of the union, and W. Homer Teesdale, of the General Conference. The visits began in sunny Phoenix at the Arizona Academy and ended at the Redwood Empire Junior Academy near Santa Rosa, California. Fifteen schools doing twelve grades of work were visited and given a detailed checkup. In all these schools one finds youth of the finest quality and of the noblest purposes. Their ambitions, their powers of mind, their enthusiasm and cheerfulness, and their dedication make them a mighty potential force for the finishing of the gospel task.

A spirit of progress is everywhere apparent. Substantial enlargement of teaching space and equipment has been made at Loma Linda and San Diego. Large recreation halls are available at Lynwood, La Sierra, Lodi, and Golden Gate. Glendale is preparing to build a hall near the school, adequate for the social and educational needs of that large community. Lodi is building a modern and larger laundry to replace the one destroyed by fire. The school plant at Armona, the only one built of adobe, is nearing completion. Plans are developed for adding laboratory equipment and improving the library service. A re-

sourceful church at Modesto has given material support to a rapidly developing school there. Attached to most of the academies are vigorous elementary schools, well supported and ably taught.

The church at Shafter has just completed the enlargement and modernization of its place of worship, and is now ready to make substantial improvements in the school. La Sierra will build during the summer a new home to supplement the dormitory facilities for the young women on that beautiful campus. In view of their membership, the churches in Sonoma Valley have made perhaps the most phenomenal contribution to the schools of the union. They have seen the necessity of providing Christian education for their youth and are making the substantial sacrifices requisite for their salvation and training.

The faculties and boards of these schools are dedicated to the preparation of the youth for more effectual service. Teachers study ways to hold their boys and girls, and board members search for more resources to maintain a progressive program of Christian education. The inspection brought courage, inspiration, and pleasure to the visitors from the local, the union, and the General Conference.

CONARD REES, for several years preceptor and teacher of history at Shenandoah Valley Academy, has been elected principal of Takoma Academy. Floyd Rittenhouse takes the work of registrar at Washington Missionary College, and W. J. McComb becomes associate professor with A. W. Werline in the history department.

J. T. PORTER, educational superintendent and home commission secretary of the Northern California Conference, has recently sent out to his teachers and leaders some fine materials on why all should study nature, and how to do it. A full bibliography is attached.

THE SOUTHWESTERN JUNIOR COLLEGE MILL, during the first six months of 1939, shipped over 70,000 manufactured items, having an approximate value of \$75,000. An average of \$750 a week is earned by students.

EIGHTY PER CENT of the 1939 graduates of Emmanuel Missionary College were placed by the College Placement Bureau.

A LETTER FROM W. R. BEACH, educational secretary of the Southern European Division, contains the following interesting report: "Our educational institutions are progressing surprisingly well. This is the case for the Rumanian and the Jugoslavian training schools, and also for the little school in Portugal. These three schools are placed together because they are somewhat untouched by the war situation. Untouched, however, is not exactly the word, for in all fields teachers and students have been called to the colors, and the work has been considerably disorganized. The Rumanian school car is still in the service of the Rumanian army, and for weeks, if not months, soldiers were encamped on our school property. However, some profit has come from this, inasmuch as the soldiers were put to work building roads and bridges for the school. *'De tout mal quelque bien,'* say the French.

"The Jugoslavian people are struggling on, and with some success, for they now have 30 students more than they had last year; and among these are a number of girls, an innovation for Jugoslavia! Of course, we will never do anything of a very serious nature educationally in Jugoslavia until we have a school plant. The same is the case in Portugal, where the brethren are endeavoring to keep body and soul together. The schoolwork, however, is going well in Portugal; they have some 45 in the upper division (academy).

"Collonges has been a great joy to us this year from the viewpoint of school attendance. They now have enrolled more than 60 students. Practically all the students enrolled in Collonges are French. They may have more French students enrolled

this year than in the past. Of course, the financial problem is a very difficult one. A number of the younger teachers have been laid off, but the salary load is still disproportionate to the income. In addition to this, there has been a drop in educational comeback, due to a serious decrease in Harvest Ingathering receipts. We feared at first that the Harvest Ingathering campaign would be a failure entirely this year, but such has not been the case. Harvest Ingathering receipts, as you perhaps know, constitute more than 50 per cent of Southern Europe's mission income. Other mission offerings and tithes are rather on the upward trend.

"Our schools in the mission fields, both in the Indian Ocean Union and in Equatorial Africa, are doing well. From a scholastic viewpoint they have had exceptional success this year. In Madagascar a very high percentage of our students passed the state examination, and in Equatorial Africa, four out of five were successful. This is really to be noted, for the average in Equatorial Africa for government schools is about two out of ten. In the best mission schools—the Presbyterian—five out of ten is the average.

"In about ten days I am leaving for Italy, where we are to have a union committee meeting to consider plans for the Italian school. The opening of this school was postponed last fall because of the uncertainty of the future. Furthermore, it would have been practically impossible to have the school going for the present school year. Now we are planning very definitely, however, on opening the school next fall in Florence. We have the teachers in view, and the money also."

## **Teacher and the Church**

*Continued from page 12*

one tenth of the conference goal, or \$1,450. When the yearly totals were complete, it was found that 1,572.79 had been raised by teachers and pupils. The sum raised would not have been so large had not the church school teachers stimulated interest in the campaign by daily placing it before the boys and girls in the schoolroom.

A stronger work can be done in this and also in the Missions Extension program in the spring. Our boys and girls must be educated in regard to these offerings, and the teacher is the best promoter and stimulator the pastor has in dealing with the children and their goal. If she herself believes in and gives and works for the various goals, her example will have a favorable effect upon the children.

No teacher worthy of the responsibility will pit herself against the church or the pastor, or allow criticism of the pastor to be made in her presence without endeavoring to uphold him in his work. A church school teacher is a leader, and she cannot afford to be connected with anything or anyone who speaks against the organized plans for the church. May the spirit of the Great Teacher be ours as we labor daily in His cause.

## **Aims and Objectives**

*Continued from page 4*

One who can work only by rule of thumb, who must have conditions just so, who has not learned to deal tactfully with other temperaments than his own, will find himself seriously handicapped when he puts his hand to a responsible task. Individualism to a proper degree is both necessary and indispensable, and no one can succeed who has not enough of it to form independent judgments and take initiative. Yet, on the other hand, most, if not all, of our successful work requires the association of at least the apostolic plan of two, and usually of

a group. No two temperaments are alike, and no two sets of circumstances under which work must be done are alike. Our aim, then, must be like Paul's, to be all things to all men under all the varying circumstances of life. Originality, versatility, and adaptability form a trio of great strength when properly blended together.

*Service.* In this brief canvass of the aims and objectives in true education, nothing has been said directly of service. Yet service has been an undercurrent of thought all the way through. A subjective education is important, but it can never develop great strength or produce effective results unless it is directed toward the objective. The gospel demands that we go and preach and teach and do for others, and the promise is that by so doing we accomplish both our own salvation and the salvation of those who hear.

The objectives of this people in education are heaven born. They are clearly defined in the blueprint given us for our guidance. Let us pursue them faithfully and unwaveringly.

## **School Statements**

*Continued from page 11*

rate section. The statements may be worked out in as much detail as is necessary from the basic accounting factors for those who require this information; but a quick and comprehensive view can best be given by a simple report with the primary features set out in bold relief. This form of operating statement is also well adapted to prompt results with office help of limited bookkeeping experience as is often found in secondary schools.

The simpler the statement forms can be made to include fundamental operating factors and vital comparisons, the more favorably they are received by managers and boards of control, or by others who require broad facts on which to base current business conclusions.

*Exhibits on pages 28-30*

EXHIBIT I  
Academy Balance Sheet

January 23, 1940

Assets			
<b>CURRENT ASSETS</b>			
Cash and Bank			
Checking Account .....	\$2,226.10		
Savings Account .....	3,500.00		
Petty Cash Fund .....	100.00		\$5,826.10
Accounts Receivable			
Students' Accounts .....	3,824.11		
Other Accounts .....	1,011.40		
	4,835.51		
Less Provision for Doubtful Accounts .....	976.10	3,859.41	
Supply Inventories .....		3,408.61	
Prepaid Insurance .....		216.40	
Total Current Assets .....			\$13,310.52
BANK SAVINGS TO COVER ANNUITY CONTRACT .....			3,000.00
<b>FIXED ASSETS</b>			
Equipment .....	11,287.57		
Less Provision for Depreciation .....	2,745.80	8,541.77	
Buildings .....	77,019.67		
Less Provision for Depreciation .....	19,136.46	58,883.21	
Land and Grounds Improvements .....		7,669.28	
Total Fixed Assets .....			75,094.26
Total Assets .....			\$91,404.78
Liabilities			
<b>CURRENT LIABILITIES</b>			
Accounts Payable			
Commercial Accounts .....	\$ 610.76		
Student Credits .....	2,425.79		
Miscellaneous Payables .....	347.18		
Total Current Liabilities .....		\$3,383.73	
ANNUITY CONTRACT .....		3,000.00	
Total Liabilities .....			\$6,383.73
Net Worth			
CAPITAL ACCOUNT .....		\$83,667.95	
SURPLUS RESERVES .....		1,353.10	
Total Net Worth .....			\$85,021.05
Analysis of Net Worth			
REQUIRED TO COVER FIXED ASSETS AND ANNUITY CONTRACT .....		\$78,094.26	
<b>WORKING CAPITAL</b>			
Surplus Reserves .....	\$1,353.10		
Operating Funds .....	5,573.69	6,926.79	
			\$85,021.05

## EXHIBIT II

## Academy Operating Statement

Showing budget comparisons and cumulative totals distributed into operating departments  
To January 23, 1940

	Budget to Date	Actual to Date	Academy	Elementary	Culinary	Rooming	Farm	Printing
<i>Income</i>								
Tuition	\$6,500.00	\$6,926.32	\$5,560.50	\$1,365.82				
Fees	300.00	332.10	260.25	71.85				
Typewriter Rentals	150.00	146.25	146.25					
Cafeteria Sales	5,000.00	4,615.30			\$4,615.30			
Room Rents	2,500.00	2,290.00				\$2,290.00		
Industrial Revenue	10,000.00	9,570.15					\$3,189.30	\$6,380.85
Miscellaneous	200.00	360.25	220.20	80.05	60.00			
<b>Total Income</b>	<b>\$24,650.00</b>	<b>\$24,240.37</b>	<b>\$6,187.20</b>	<b>\$1,517.72</b>	<b>\$4,675.30</b>	<b>\$2,290.00</b>	<b>\$3,189.30</b>	<b>\$6,380.85</b>
<i>Expenses</i>								
Salaries	\$7,200.00	\$6,914.70	\$3,836.50	\$1,062.00	\$ 475.00	\$ 438.50	\$ 590.70	\$ 512.00
Labor	3,000.00	3,175.64	42.10		677.45	116.10	728.14	1,611.85
Supplies	6,700.00	7,028.14	71.17	49.95	2,497.25	51.25	1,355.05	3,003.47
Expense	300.00	220.00	9.00	4.20	90.00	17.02	31.07	68.71
Indirect Expense								
Advertising	350.00	326.72	261.38	65.34				
Administration	1,600.00	1,643.85	821.92	164.38	131.55	115.07	164.38	246.55
Bad & Doubtful Accts.	450.00	450.00	180.00	45.00	90.00	67.50		67.50
Depreciation								
Buildings	1,150.00	1,150.00	402.50	57.50	57.50	460.00	57.50	115.00
Equipment	500.00	500.00	150.00	50.00	50.00	150.00	25.00	75.00
Grounds	300.00	275.40	137.70	27.54		110.16		
Heat	1,000.00	983.50	393.40	98.35	49.17	393.40		49.18
Insurance	250.00	270.30	94.61	21.63	18.92	94.60	13.51	27.03
Janitor	575.00	532.15	399.11	133.04				
Light	240.00	204.18	40.83	10.21	20.42	102.09	10.21	20.42
Power	150.00	176.10	8.80		8.81		35.22	123.27
Rent	60.00	60.00				60.00		
Repairs								
Buildings	650.00	535.10	187.29	26.76	26.75	214.04	26.75	53.51
Equipment	150.00	165.35	49.60	16.54	16.54	49.60	8.27	24.80
Taxes	135.00	135.80					104.10	31.70
Traveling	700.00	614.37	360.40	10.15	25.70	140.32		77.80
Transportation	100.00	114.10	38.75		15.10	28.15		32.10
Telephone	120.00	124.15	64.15		12.00	24.00	12.00	12.00
Water	110.00	98.50	14.78	4.92	14.78	49.25	9.85	4.92
<b>Total Expenses</b>	<b>\$25,790.00</b>	<b>\$25,698.05</b>	<b>\$7,563.99</b>	<b>\$1,847.51</b>	<b>\$4,276.94</b>	<b>\$2,681.05</b>	<b>\$3,171.75</b>	<b>\$6,156.81</b>
Gain Without Subsidy					398.36		\$17.55	\$224.04
Loss Without Subsidy	\$1,120.00	\$1,457.68	\$1,376.79	\$329.79		\$391.05		
Operating Subsidy	2,350.00	2,350.00						
<b>Gain With Subsidy</b>	<b>\$1,230.00</b>	<b>\$892.32</b>						

EXHIBIT III

**Academy Operating Summary**

Departmental Operating Summary of Incomes and Expenses  
To January 23, 1940

	Income	Expense	Gain	Loss
<i>Instruction</i>				
Academy	\$6,187.20	\$7,563.99		\$1,376.79
Elementary School	1,517.72	1,847.51		329.79
	7,704.92	9,411.50		1,706.58
<i>Homes</i>				
Culinary	4,675.30	4,276.94	\$398.36	
Rooming	2,290.00	2,681.05		\$391.05
	6,965.30	6,957.99	7.31	
<i>Industries</i>				
Farm	3,189.30	3,171.75	17.55	
Printing	6,380.85	6,156.81	224.04	
	9,570.15	9,328.56	241.59	
<i>Summary</i>				
Instruction	7,704.92	9,411.50		1,706.58
Homes	6,965.30	6,957.99	7.31	
Industries	9,570.15	9,328.56	241.59	
Totals	\$24,240.37	\$25,698.05		\$1,457.68
Operating Subsidy				2,350.00
Operating Gain with Subsidy				\$892.32

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**BIBLIOGRAPHY ON YOUTH PROBLEMS.** Compiled by the Research Division of the National Education Association. 38 pp. (Mimeographed.) Washington, D.C.: National Education Association. 1939. Free.

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Fifteen statements of the ideal curriculum for the social studies, presented by specialists in the field.

**SUGGESTIONS FOR BIBLE TEACHERS.** By John Marion Howell. 54 pp. (Mimeo-

graphed.) Lincoln, Nebraska: The author, 3935 South 46th Street. Free.

A study of objectives, trends, and methods in the teaching of Bible in secondary schools.

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**Education**

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

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

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

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

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