

The JOURNAL of TRUE Education



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ONE YEAR TO LIVE

If I had but one year to live;
One year to help; one year to give;
One year to love; one year to bless;
One year of better things to stress;
One year to sing; one year to smile,
To brighten earth a little while;
One year to sing my Maker's praise;
One year to fill with work my days;
One year to strive for a reward
When I should stand before my Lord,
I think that I would spend each day
In just the very selfsame way
That I do now. For from afar
The call may come to cross the bar
At any time, and I must be
Prepared to meet eternity.
So if I have a year to live,
Or just one day in which to give
A pleasant smile, a helping hand,
A mind that tries to understand
A fellow creature when in need,
'Tis one with me, I take no heed,
But try to live each day He sends
To serve my gracious Master's ends.

—*Mary Davis Reed.*

The JOURNAL of TRUE
Education

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Keeping the Child in the Educational Picture

Clifford A. Russell

EDUCATIONAL SECRETARY, SOUTHERN UNION

AND where? Background? Right center? Left center? No—in the very center of the foreground. We are not merely teaching school; we are teaching boys and girls. There is danger that our professionalism may obscure our vision. There is nothing in all this world so precious as the trusting, loving heart of a child. It is tender, sensitive, responsive—oh, so very responsive to influences, both right and wrong. That which is engraved upon the tablets of a child's heart is sure to remain. It can never be wholly effaced. What you put into the *first* of life, you put into *all* of life. It was Theodore Roosevelt who said: "If you want to do something to help the average man, you must do it before he is a man."

Human life in childhood is plastic. It is easily molded; but it is as easily marred. There is no soil one half so fertile as is the garden soil of a child's heart. What kind of seed are you sowing there?

"An angel paused in his onward flight,
With a seed of love, and truth, and light,
And asked, 'Oh, where must this seed be sown,
That it yield most fruit when fully grown?'
The Saviour heard, and He said as He smiled,
'Place it for Me in the heart of a child.'"

The first sentence of the first message on Christian education which ever came to this people is this familiar one: "It is the nicest work ever assumed by men and women to deal with youthful minds." Never forget: easily molded; easily marred.

Jesus loved the children. One of the most beautiful and touching incidents recorded in the New Testament is that of the young Jewish mothers who brought their little ones to Jesus. One of the disciples rebuked those mothers. "Don't you see you are troubling the Master? He can't be bothered with all these children. Take them back home. He has important work to do." Jesus heard and saw it all. He saw the radiant look of expectancy fade from each face as the mothers turned to leave. His great heart of love was touched, and, turning to the one who had spoken, He rebuked him, and said: "Suffer little children to come unto Me, and forbid them not: for of such is the kingdom of God." On another occasion, Jesus said: "Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven." Yes, Jesus loved the children.

But He is the same, "yesterday, today, and forever." Jesus loves the children. Beautiful, precious, sacred ministry for the children is truly the "nicest" work.

Every true teacher of children, every successful Christian teacher, will have embedded deep down in his heart a warm, tender love for every child. Of Jesus it is said: "Teachers, Jesus is in your school every day. His great heart of infinite love is drawn out, not only for the best-behaved children, who have the most favorable surroundings, but for the children who have by inheritance objectionable traits of character."¹ "If the children are disobedient and unruly, there is all the more need of strenuous effort. The fact that there are children with such characters is one of the reasons why church schools should be established. The children whom parents have neglected to educate and discipline must be saved if possible."² "It is not such hard work to manage children, thank God. We have a Helper, one infinitely stronger than we are. O, I am so thankful that we do not have to depend upon ourselves, but upon strength from above!"³

Let us never deceive ourselves into thinking that a pretended love will ever reach the heart of the child. He knows whether our regard for him is genuine or assumed. His eagle eyes are quick to detect the least appearance of sham and hypocrisy. Patience, kindness, mercy, and love will ever be manifested in the treatment of every child under our care—yes, the least attractive one as well as those who naturally appeal to us most.

We are told that in dealing with children and youth "teachers are to bind the students to their hearts by the cords of love and kindness and strict discipline."⁴ Just how properly to blend these traits in right proportion is a delicate problem. The child must be taught obedience and respect for authority, while at the same time he is made conscious that our love for him remains the

same. God disciplines His older children, but His love never fails. "Whom the Lord loveth He chasteneth, and scourgeth every son whom He receiveth."

If we expect to win the confidence and love of the child, we must be fair and sincere in all our dealings with him. A child believes what he is told unless—what a pity!—he has sometimes been deceived. It is a crime to deceive the trusting heart of a child. He knows a thing is true—father says so, mother says so, teacher says so. That is the end of all controversy. Happy is the teacher who possesses the rare faculty of winning the love and trustful confidence of a child. One of the great statesmen of England once said: "The finest compliment ever paid me in all my life came one day at a crowded London street corner. There was a continuous stream of traffic. A little child looked at the passing vehicles, and then into the faces of those who were waiting to cross. Presently her eyes met mine, and without a second's hesitation she stepped up to me and said, 'Won't you please help me across the street?' Finest compliment? Surely. Childish intuition told her, 'Here is a man I can trust.'"

Love begets love. Your children will love you if you love them in return—and prove your love by your words and your acts. The cold, distant, formal, merely professional teacher forgets that the child occupies the center of the educational picture. The child is to be pitied who is obliged to sit for hours every day in the atmosphere created by such a teacher.

I once heard, at a meeting of the National Education Association, that grand old scholar, Doctor Bagley, say: "The hope of the nation rests on this triad: the home, the church, and the school." He was right. Home, church, and school must co-operate understandingly and sympathetically in the training of the

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Count on the Schools

W. Homer Teesdale

ASSOCIATE SECRETARY, DEPARTMENT OF EDUCATION

THE wind murmurs in the palm branches overhead, the bananas, oranges, and pineapples ripen in their fields, and mangoes grow wild along the roadway. Balmy breezes blow across the fragrant fields, and all Cuba seems restful and contented. It would be romantic and exciting to hold classes under such conditions, and always, one might think.

For the first months of the year, students of the school at its new location near Santa Clara lived in dormitories covered with galvanized iron roofing, sided with palm leaves, and floored with gravel. Cheerfulness and loyalty were dominant notes in the air. But let the cold rains fall and winter come, and the romance may fade and the excitement turn into discomfort. Sickness may come, and with it discouragement. Both may be charged to inadequate facilities. One of the calls from the fields abroad is to provide buildings which are substantial, comfortable, healthful, and appropriate for school use.

One of our own frontier missionaries writes that "the importance of the educational work in opening up the Tibetan field cannot be overestimated." Other lines of activity may aid in making contacts and opening more widely the country to Christian influences, but it is the task of the Christian school to prepare from among the Tibetans themselves workers of courage and vision and faith, who will do the task.

From East Brazil a leader writes that the lone school for the training of workers in a population of 35,000,000 has laid in faith the foundations for buildings absolutely essential to their work. They did this in the confidence that the

church in America will come to their help "in this hour of great opportunity for the education and salvation of our young people."

The schools in America have a fine record of response to the calls from the foreign fields. The Harvest Ingathering in the schools, elementary, secondary, and college, has been a brilliant achievement, especially in 1940. This work means not merely the gathering of funds, but it emphasizes the world-wide responsibility of every member of the church. The children and youth in the schools have their eyes directed early and regularly to the great overripe harvest.

The excellent service of the youth from the schools in distributing soul-saving literature during their summer vacations makes a long and enviable account. Their witness for the truth in the homes has prepared the way for many a successful evangelistic ingathering. It has given them a rich experience in things spiritual and material, and has greatly strengthened the ties that bind them to the church and its work.

Able, consecrated, and well-trained teachers preside over the schools and lead the children and youth in devotion, in study, and in Christian service. Faith is anchored, hope is established, and ambitions and purposes to serve are stirred in these youth. Their eyes are fastened on the world field. They dedicate their lives to the finishing of the gospel task not only at home, but in the uttermost part of the earth. The church can count on the schools to do their generous part in exceeding the amount of \$70,000 to be raised for the 1941 Missions Extension Fund.

Spring is Coming!

Inez Brasier

HOW swiftly the pages of nature, decorated by the divine Artist in the lovely colors of heaven, are being turned! To the wondering gaze of those who would know their mysteries, even now the pages devoted to spring are lifting. Much depends upon the teacher's attitude toward this section of "God's other book," for to teach aright from these pages is to unlock the treasure house of His word.

Spring is coming! Really, to be ready for its wealth for ear and eye, the teacher should begin planning in the very first days of school in September. However, much may be done now, especially in the colder latitudes, where snow still lies over the fields, and the brooks are silent. There is a hint of color, a softer tint like a haze over the woods. Blossoming time for the trees is here now, to be followed quickly by a colorful procession of leaves and flowers and birds. The "feel" of spring is in the air, and children respond eagerly to it.

There are many things one can do in the schoolroom to prepare for the out-of-doors program which will come later on. A few pussy-willow twigs in a vase in a sunny window will furnish delightful lessons on opening bud and blossom. A few cocoons brought into the warm room will mean added knowledge of the life histories of the little creatures and a growing sense of wonder and kinship with nature. A study of the life of the grasshopper, of a typical butterfly, and of a common moth, will prepare the children for greater understanding of nature's children. They will seem like old friends when the children meet them later in their rambles.

Nature motif borders for the blackboards, and flower and bird posters, have definite value. Nature booklets of birds and flowers and trees, with descriptive content and poems, may be made for shut-ins or for those who are ill. Gay bouquets of paper flowers may be placed about the room if the room is too cold at nights and over the week ends for growing plants. Better, however, are the window boxes of flowering plants. Nothing can take the place of the pleasure and fascination of watching their growth from the bursting seed to the plant ready to be placed outdoors.

Now is the time to study the beautifying of the school grounds and the instilling of pride in a well-cared-for schoolyard. How can the children ever enjoy the beauty of heaven and the helping to make it more beautiful if they have not learned the first lessons here? There is a very close connection between character and soul growth and the surroundings. The beauty of flowering plant and shrub planted by the children tends to produce beauty in the life, and so leads from sin to purity of thought and act. The peace and holiness of God will grow in the heart made tender by the loveliness of nature.

It is well to prepare the children for the trips to the fields and woods and to the parks and zoos. A well-planned trip along the back fence of a certain school yielded enough material for a week of indoor work. Teach what to expect on each trip, for to go without a definite object in mind means a trip of no value. Going over the same territory often will have far more worth than ranging far. Children need to learn to see, and this

can best be taught in familiar fields and woods.

The initial trip may well be a finding of *first* things—the first flowers, the first birds, the first butterflies. After the keen delight in the *firsts* of spring has been satisfied, the trips should concern themselves more with specific things. Where do song sparrows nest? Where does one usually find monarch butterflies, and why? Why are goldfinches called thistle birds, and why do they nest so late in the season? These and many other delightful secrets are waiting for the children.

Do not think that one can exhaust the mysteries and secrets of even a small patch of woods or field. Even after many visits there will always be far more to be seen. The busy life of an ant heap at the roots of an old pine stump will merit many an hour. So also will the nesting habits of the song sparrows whose home may be at the foot of a scrubby hawthorne, or the coming and going of a pair of bluebirds occupying an old flicker home.

March, the "Wakening Moon" of the Indians, is a month of firsts. Aspens and weeping willows are among the first of the trees to blossom. On the ground, the first flowers to be found are those of the skunk cabbage. A whiff of perfume will lure one past snowbanks to the first

hepaticas, brave in their furry coats. On sunny days one may see the mourning cloak butterfly or an early-to-rise bumblebee. Bluebirds will trill from an old stump, and robins will sing on the lawn. Red-winged blackbirds will call above the snow-choked brooks.

April, the "Grass Moon," brings more flowers and birds until it merges into May, the high tide of spring. Buds have burst into leaf and flower, and birds are busy with family matters. Now is the time to watch for the warblers on their way to their northern summer homes. Butterflies flit over the fields. Why is the Painted Lady always found where thistles grow? Wild flowers carpet the woods and fields and waysides. Finding one hundred species in a day is not uncommon, and to leave them for another to enjoy is a lesson that every child should learn. A flower should be more than a bit of beauty to him; it should be an expression of the Creator's love, and therefore should never be wantonly destroyed.

There is no end to the wonders of nature. They speak "a various language" to those who listen. Happy the children whose teacher can lead them beside these living fountains, who can bring to them glimpses of the beauties of nature, and who can guide their feet into paths that even here are radiant with the glory of the fields of light.

Education in Life

Arthur W. Spalding

SECRETARY, HOME COMMISSION

THIS is my thesis, taken from Ellen G. White's "*Ministry of Healing*:"

"What do students carry with them when they leave school? Where are they going? What are they to do? Have they the knowledge that will enable them to teach others? Have they been educated to be true fathers and mothers? Can they stand at the head of a family as wise instructors? The only education worthy of the name is that which leads young men and young women to be Christlike, which fits them to bear life's responsibilities, fits them to stand at the head of their families."¹

Man is a social being. God made him so when He created the race dual in form, male and female, and ordained that in union they should create a society. Human life is lived socially, and it is these social relations—economic, political, religious, philanthropic, fraternal, conjugal—which chiefly demand education. All branches of learning, to be supremely useful, must have a social objective and application. Why commercial studies, except to do business successfully with our fellow men? Why physical science, except to apply its benefits to human betterment? Why history, except to learn its lessons for the present relations of men? Why religious education, except to minister to the salvation of the race? The mere acquisition of ideas or of things, unrelated to the contacts and interests of society, is not education; it is sterile hoarding. The only education worthy of the name is education in life and living; that is, social education.

Life begins in the home, and in the home the individual receives his first lessons in life. Education begins with

the beginning of life, not with entrance through the schoolroom door. The formal school is rightfully but an extension of the school of the home. The college, the high school, the elementary school, are all built upon the education received in the so-called preschool period. The home is the foundation school, and the parents are the first teachers.

Not in any figurative sense is this stated. The home *is* a school, good, indifferent, or poor as it may be. It may or it may not begin the teaching of the three R's; that does not determine its standing. The grammar school is a school, though it does not teach college calculus or endocrinology. And the home is a school, though it may not teach reading and geography. It does teach, well or ill, the basic elements of speech, physiology, sociology, and government, and, indeed, of nearly every science. If the home does its work well, the right kind of advanced school can build upon that foundation; to the degree that the home fails, the school has either to correct its errors or to suffer from the deficiency.

Whether the fact is recognized or not, the home is an integral part of the educational system. Parents, whether trained or untrained, are the first teachers, the most important teachers. The fact that most parents are untrained and unfit is a challenge to educators and to the leaders of the church. Are we to build the educational edifice upon a crumbling foundation? The result can be foretold. There can be no stable society, no vigorous church, except as there are competent homes. "The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences."² And if the training of teach-

ers for college and secondary school and elementary school is a concern of the leaders in education, equally must it be their concern to see that the first teachers, parents, are trained for their supremely important work. "Never will education accomplish all that it might and should accomplish until the importance of the parents' work is fully recognized, and they receive a training for its sacred responsibilities."³

The education of potential parents should be the prime objective in every training school. If this seems a stupendous, an impossible, task, reflect that in the days of Horace Mann, universal child education appeared also a utopia. We have the youth material: only give us teachers, and we may as readily train students for responsible parenthood as for business or medicine, or, indeed, mere literacy. And if we presume to be teachers, let us fit ourselves to be teachers of life. Should we belittle our profession by playing with pebbles and refusing to breast the mountain? The school is responsible to fit for life.

Most emphatically is this true of the Christian school; for the success of the church depends upon home influences. Social education belongs to the school at every level: particularly to the home, equally to the elementary school. It is demanded in the secondary school, especially because the majority of young people leave school before reaching college. Every one of these schools deserves separate discussion; I deal here particularly with the finishing school, the college.

What is the education for marriage and parenthood that should be given in the college? First of all to be considered is the spirit of the education—the motive and attitude of the teacher, the incentive of the student. The spirit, the life, of Christian education is love. The love of Christ, and therefore the love of His disciples, is an unselfish love. It is mani-

fest in ministry, not in self-aggrandizement. Rivalry is opposed to the spirit of Christ. The Christian school must in its spirit and teaching support its Master's word: "Whosoever will be great among you, shall be your minister: and whosoever of you will be the chiefest, shall be servant of all." Mark 10:43, 44.

If this principle is carried out, a great cleavage will at once become apparent between the Christian school and the non-Christian school. Contests, rivalries, class distinctions, will disappear, and co-operation and ministry will take their place. Recreations that involve strife and partisanship will give way to recreations developed upon the Christian model. The relation between teachers and students will be patterned after the relation between parents and children in the home. Oneness of vision, a common objective, unity of mind in the learning and the application of science, co-operation in government, will be the conditions of the Christian college. This is building of Christian character, and the building of character is the great objective in true education.

Second, the science taught will be applied to the life of the student. There must be applied science; theory alone is useless. The mere recitation of other men's ideas is a waste of time. The history of marriage and the family may be of vital worth, but only as it is applied to the making of truer marriage and a better family. Otherwise it is but loose lumber piled in the mental attic.

The academic study of personality types and case histories may make a string of beads to adorn a sophomoric neck; but to cut the tools of life the diamonds must be set, not in a necklace, but in a lathe. The beginning of true social education is the learning and the application of social law to each individual's experience, the fixing of a personal sense of responsibility, the arousing of a spirit of loyalty and of service. Only as

the student's character is formed or reformed to God's pattern of the man or the woman does that student receive right social education. Self-analysis, reform, constructive morality, are to be inculcated.

This involves not only the personal program of each student, but the supervision and direction of group activities in recreation and entertainment as well as in labor. There has so far been no consistent and purposeful study of the nature and possible development of Christian recreation. The very term "recreation" has, through popular usage, been prostituted to wreck-creation activities. And instead of going to the bottom of the question and discovering the very different and boundless resources of true recreation, we have for the most part been content with making pale imitations of the world's robust or maudlin amusements, sprinkling them with holy water, and consecrating them to our social assemblies. A complete revolution will be wrought by the development of Christian social education.

Furthermore, the ethics of social intercourse will be determined not solely by the world's standards (though some of these are in fact above the practice of many ostensibly Christian youth), but by profound study of the essential Christian graces and moralities. This work must go deep into the consciousness and the consciences of teachers and students. No high ethical standard is established in the life until the faith and the will of the individual have been converted to the laws of God. The cavalier morals and ethics of general society have so honeycombed our own church society as to threaten complete demoralization, unless a thorough reform is instituted. That is a purpose of Christian social education. It can be helped forward in the

classroom, but effectual establishment must come through extracurricular association of teachers and students, thorough conversion, and necessary discipline. The character and the mission of this church are at stake.

Third, there must of course be certain branches of study introduced to implement this education. We do not educate merely by recommending to students that they be educated. The implements of service must be placed in the student's hands, and at least initial skill in their use must be imparted. If any object that the curriculum is already overcrowded, the only answer, in view of our text, is that less important elements must give way. "The only education worthy of the name is that which leads young men and young women to be Christlike, which fits them to bear life's responsibilities, fits them to stand at the head of their families."

There are already being taught many subjects which contribute to this end; but some of the most focal, the nerve ganglia of the whole system, are lacking. The selection and development of these essential studies may be a matter for discussion, and within limits they may vary in different schools. But I venture to suggest, as a program for consideration, the following list, giving a value of one, two, or three hours' credit in the several subjects:

First year: The Social Relations of Youth. Recreation.

Second year: Marriage and Parenthood. Rural Sociology.

Third year: Child Culture.

Fourth year: History of Marriage and the Family. Social Problems. Methods in Social Teaching.

¹ Ellen G. White, *Ministry of Healing*, p. 444.

² *Id.*, p. 349.

³ Ellen G. White, *Education*, p. 276.

Bookbinding as a School Industry

Frank F. Swearingen

MANAGER, PACIFIC UNION COLLEGE BINDERY

TO establish a bookbindery as a school industry seems to involve three principal considerations: first, the proper location; second, the selection of a qualified superintendent; third, proper equipment. In addition to these three considerations, there are other factors incident to the successful operation of a bindery once it has been established.

First of all, not all localities are suited to this particular endeavor as a school industry. In an area in which large commercial concerns have made their names synonymous with library rebinding, the chance of the success of a small school which endeavors to compete with these large concerns who employ skilled bookbinders with long experience, is not great. Some of the more successful school binderies have had a part in pioneering their particular fields, especially in so far as the smaller customers are concerned.

In some cases the smaller schools and libraries which have not attracted the attention of the large binderies, have, after they have been educated to take advantage of the profitable practice of rebinding old, worn-out books, become valuable patrons. In many cases these small schools have been shown that it is a moneysaving proposition to bind systematically, sending a few books to the bindery at regular intervals, thus keeping their libraries in good condition and saving the cost of replacing such titles as are worth keeping on the shelves. The saying is that "any book worth replacing is a profitable subject for rebinding." A well-rebound book will outlast several replacements.

After the investigation of the field by

those competent to judge its merits, the second consideration becomes the selection of a qualified superintendent. It has often been the erroneous opinion of some that a bookbindery superintendent can be trained by a few weeks' short course in a school bindery, or by a summer-school session at an industrial school. While these short courses may prove beneficial, they are not adequate for the training of one who is to take charge of the promotion and the production phases of a shop which is expected to compete with commercial concerns with long records and the best of skilled workmen.

Bookbinding is no less an art than printing, cabinetmaking, or any other skilled endeavor. It would be absurd to think of entrusting the management of a commercial printing plant or a shoe factory to one who had had no experience in these industries. It would be equally absurd to entrust the management of a commercial school industry to the hands of one who had not had a practical and technical training in the field.

While school industries are primarily for the purpose of training, it is necessary to commercialize as a means to an end. Besides a knowledge of the regular types of binding familiar to the field of library rebinding and edition work, a superintendent should have a knowledge of specialty binding, such as ledger work, leatherwork, the making of autograph and photograph albums, and other novelty bindings. There are many opportunities incident to these side-line types of work, and often otherwise waste

material can be utilized in this way. It is important to find use for every piece of scrap material possible. If care is not taken, hundreds of dollars can be lost through waste.

Equally important is the superintendent's ability to organize his shop economically, to teach his helpers how to work efficiently, and to command their respect at all times. It is an unfortunate truth that in times past there has been no method of training qualified leaders in the field of industrial education in our own denominational schools aside from the training received through experience in the various school industries. This training is important, but the fact cannot be overlooked that a good journeyman may prove to be a very poor teacher, manager, or work superintendent.

After it is determined that the school is located in a fertile field, and after the services of a qualified superintendent have been obtained to lead out in the establishment of the bookbindery, the third consideration becomes the equipping of the shop. While it is possible to begin in a small way and build up, it is necessary to secure at the outset such equipment as is necessary to ensure a product fit for the market. Some of this equipment can be manufactured by the students in the department; other items must be purchased. In any case the department should not be handicapped by the need of such machinery as is essential to a high grade of bookbinding.

When the new bindery is located at a school at which a number of books are in need of attention, it would be of advantage to work on these books first. As the books from outside schools and libraries begin coming in, it would seem best at first to avoid the large customers who have had more experience in having books rebound, and confine the work to the smaller schools and libraries. They are not so critical as the larger ones. It

may be impossible to turn out work of the highest quality before workers have been trained, and to satisfy the larger schools and libraries which have been having their work done by the big concerns would be difficult, if not impossible, until more experience has been gained. Commercial binderies do not have the problem of untrained labor as it is found in a newly established school shop. Many times, by good salesmanship, large orders have been taken from these important customers, and the prospects of future work from them have been destroyed because of inferior work produced by newly established school binderies.

In the selection of workers, the ideal situation would be to have access to those who are taking a course in bookbinding. This is not always possible, however, and selection must be made without this valuable aid. Since school industries exist for the purpose of aiding those who are preparing for places of responsibility in the work of the church, as well as for the purpose of providing industrial education, it would seem that the advantage should be given to those of sound character and determined purposes. In any field, initiative is perhaps the most desirable talent. The desire and the ability to improve are closely akin to initiative. The ability to contribute something new and useful to any work in which one may engage is a most admirable quality.

Aside from the general qualities already mentioned, a suitable bindery worker should possess artistic ability, the knack of working with his fingers, neatness, accuracy, and the ability to develop speed. In rebinding, each book presents its own individual problem and often requires original thought. If a worker can be trained to do a neat piece of work and do it accurately, and in addition to this possesses potential speed, he can no doubt be trained to be a profitable worker. If

he learns to do a thing well, and develops speed in doing it, he has formed a habit that is as hard to break as it is to forget how to ride a bicycle. If students are trained to do work and do it well, the purpose of the shop has been realized.

Regardless of care in selecting a group of workers, they may usually be divided into three classes—those who work merely to gain credit for a certain number of hours, those who feel responsible for giving in work as much as they receive in wages, but who have no particular interest in the work as such, and those who desire to excel, and care more for their work than they do for the rate of pay they receive. The first class is to be avoided, the second is to be encouraged, and the third is to be sought. Proper recognition of these qualities should be made in setting wages. Those who excel are worthy of a higher rate and added responsibility.

Valuable time can be conserved if workers are trained to carry on without constant supervision in details. The excellent employee can always find profitable work to do at odd times when he has not received a definite assignment. It always proves helpful and inspirational to the workers if the shop is arranged in convenient order and the work is kept up in a systematic way. Every step saved is money earned and efficiency promoted.

Nothing has a more stimulating effect than a spirit of loyalty among those engaged in any endeavor. Nearly everyone is more concerned about the welfare of that which is his own than he is about that which belongs to another. If workers can be made to feel that they are part of an establishment, if they can be made to realize that the prosperity of the industry in which they are engaged is coincident with their own welfare and prosperity, if they can be led to experience a personal interest in the work they

are doing, they will no longer be as hirelings, but will advance to the status of enthusiastic and energetic partners.

This phase of moral development may be brought about in various ways. It may be that an opportunity to suggest improvements and carry them into effect would be helpful. To be consulted occasionally in regard to better methods on some particular piece of work which the individual is doing would help him to realize that he is not merely a machine, but that he is recognized as an intelligent being with worth-while contributions. Opportunities for promising workers to take responsibility tend to develop leadership. Everyone likes to be praised, and it helps to promote a spirit of loyalty and interest in the work if praise is given when it is due. In one bindery a club was organized among the workers. The activities of the club were entertaining, educational, and uplifting. The result seemed to be very wholesome. In school industries the stabilizing and spiritual value of regular periods of worship with the workers cannot be overlooked.

In order to achieve success in any commercial enterprise it is necessary to produce a standard-quality product and to sell it on the basis of quality, never through adverse criticism of competitors. Standard quality calls for standard prices. Cut-rate prices presuppose inferior quality. Nothing pleases a customer more than prompt service and courteous attention to any inquiry or complaint. Honest adjustments are valuable advertising aids.

The essentials for the successful operation of a bookbindery as a school industry are a good location, trained leadership, proper equipment, the wise selection of employees, efficiency in work processes, conservation of materials, a high grade of workmanship, a good spirit among the workers, and good relations with the patrons.

Together We Make Progress

Kenneth L. Gant

EDUCATIONAL SUPERINTENDENT,
NORTHERN UNION

IT seems that indicators or the right kind of hormones for the making of first-class superintendents ran short when most of us were wrapped up in our own individual personalities and tied with the circumscribing cords of our idiosyncrasies and turned loose in this marvelous world for experience. Ah, coveted gift of leadership! Why so easily detected in those who have it, but so elusive to the rest of us?

Since the majority of us do not have that innate ability, but instead have to acquire it by much learning and many hard knocks, we would better set out on the long road at once. Of course no modern educator would dare start on such a trek without having some rules, objectives, and goals; for most human beings just cannot plow a very straight furrow, or walk the narrow path toward that coveted goal of success, without some stakes well lined up on yonder hill. It is our desire to use as few stakes as possible, for we have heard so much about objectives of late that I wonder if we are not like the girl who, in telling about her brother's preparation for a trip, said: "He is preparing to get ready to begin to fix to start."

We must acknowledge that chiefly it is the superintendent's business to help his teachers by inspiration, instruction, and guidance to put across to the pupils the principles and objectives of Christian education. We must remember that the big problem of superintending is not so much "what" as "how"—how to help the teacher do his best with the least effort and worry; how to create an atmosphere that is conducive to study, culture, and worship; how to inspire all concerned to greater heights of attainment; and how

to put into operation the well-laid educational plans of the General, union, and local conferences. In other words, how to do "the nicest work ever assumed by men."

No surgeon is capable of lifting the scalpel to perform even a minor operation until he knows microscopic and gross anatomy thoroughly in order to avoid one slight move that might cause death to the patient whose life depends upon his skill. The superintendent holds at the point of his suggestions and direction the making or the ruining, not only of the teachers, but of the hundreds of pupils under his general supervision.

He must remember that there are certain limitations as well as liberties. A helpful superintendent is not a boss, but rather a co-worker; he is not a critic, simply finding and pointing out the faults of those under his direction. He does not "know it all," for a good superintendent will learn from each teacher something for himself, or something to pass along to the other teachers. Neither is he simply to come in with a glad hand and some flattering statements, enveloping himself and the teacher in a smoke screen which lingers long after he has left, instead of leaving the teacher in the bright sunshine of sincere counsel and help.

He is not the teacher of methods, but the director of methods. The teachers have already learned methods in school, probably some unusually valuable ones which the superintendent has not yet discovered. He should find out the particular method each teacher has been taught to follow, and then by coaching help him to use it. In other words, just as the catalyst speeds up and brings to

completion the reactions of the chemical constituents, so the supervisor unobtrusively comes into the activities of the school and steps out with the full satisfaction of having *served*.

A director's first work must be to take a general survey of the situation—the environment and the background of the student group as related to their home and community life, the school building and facilities, and the training and background of the teacher, including not only scholastic knowledge, but age, experience, and native ability. Individuality, personality, environment, and training must each be awarded careful consideration. Superintendents are not to attempt to reshape the God-given abilities of men, nor to re-educate them, but by encouragement and direction should help them to carry out their best methods and accomplish the best work of which they are capable.

One teacher whose years of experience have proved his worth, has a personality so painfully frank and different that he himself declares that if he should drown while fording a river, he would float upstream. One would have to admit, after visiting his school, that he violates many of the written laws of pedagogy; yet he has one of the most highly motivated schools, and is arriving at the goals of Christian education in his own particular way. True, that is an extreme case. But it illustrates the fact that everyone has his way of interpreting and reaching objectives.

Two of the greatest things that a supervisor is to give to those under him are courage and sympathy. He can let it be known that he understands the problems in hand, even though he himself might not have a solution for them, and that he appreciates the work accomplished though it is not perfect. Credit must be given for effort to attain before a superintendent has any right to begin making suggestions. It is not so much "How

far are we?" as "How far have we come?" When one is doing his best, and real progress is being made in the right direction, we can be thankful. Almost everyone knows of scores of things that should be done, and wishes that they were done or corrected, but circumstances and conditions limit the possibilities. People, young and old, have to be molded and shaped, coached and directed, rather than wrenched, pulled, or shoved. It is the mule trait in the human race that slows up many of our plans and causes us to wonder if the projected line of evolution should not be shifted.

When a teacher or an underworker is not only conscious of the many unattained goals, but overwhelmed by them, how absurd and out of place it is for a supervisor to aggravate an already-discouraging situation. Too often it is just then that he comes in and begins to jot down on his little pad distracting items to be shoved under the teacher's nose at the end of the day. Is it not better for the superintendent to become absorbed and thrilled with the work and its progress, making mental note of certain things; and then, during a friendly chat with the one who is grappling with the situations, lead him to confess his professional sins and tabulate his own list of defects? Then, after the background of the whole situation has been surveyed and discussed, is the time for constructive criticism and suggestions.

At this point, usually, the door to the mind and heart of the one being counseled is wide open, and it is an opportune time for the supervisor to put into his suggestions definite, creative, molding forces. Here is where conviction, skill, and knowledge, together with love, appreciation, and human kindness, are to be blended in the great mortar of common counsel to bring forth a mixture of Christian graces to stimulate the educational nerve and whet the appetite for

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THE SCHOOLS AND DEFENSE—An Editorial

THE monotonous drone of cadet planes in yonder proving sky, the plan to purchase for realistic training of Army battalions a Louisiana railroad complete, the hurried action of national legislators crowding bills through the chambers on Capitol Hill, the brushing aside of the dollar sign for sweeping appropriations in billions, the insistent demands of Army and Navy for more billions for more equipment and more materials, and a steadily lengthening list of other gigantic projects, staggers one into the realization that the all-out defense program is under way.

In a plan so inclusive and so stupendous, some are likely to overlook the importance of the apparently insignificant individual man or factory. A shop in an obscure place making a certain die or part may hold the key to other apparently more essential machines.

The defense of the nation consists not alone in motorized units, or in gold stored in the Kentucky hills, or in the Navy with its brilliant marksmanship, or in "the biggest" bombers, or in the defense boom. Safety lies more in the realm of the spirit which is thoroughly prepared for the shocks that may come, the reverses that may be suffered, or the defeats that may shatter confidence.

The schools of the nation have responded nobly to the challenge of the hour. In part they are aware of the cataclysmic changes that are taking place. Their leaders hope to direct into channels near to the ideals of the nation's historic past, the new forces appearing in thought and work. They have caught the spirit of defense, but are conscious of the need of aggression and guidance if the society that is soon to be is not to be altogether alien to that of yesterday. The pattern of the nation's fabric of

thought is changing rapidly. The call is for men who can take an active part in wisely determining the relation of line, and shadow, and color in it.

With the world in transition, not many men have the social awareness, the economic sense, and the spiritual insight to direct safely the course to be followed. A plan formulated today, an ideal wisely embedded in the minds and hearts of the youth now, a high and noble purpose to serve God faithfully, come what may, will help to crystallize thinking and to establish the pattern of deeds in the years to come. What a privilege is that of the Christian teacher to be an active, supporting ally of the youth in times like these. How earnestly he should pray for wisdom and guidance.

It is not enough to be on the defensive in spiritual warfare. The schools of the church should take the offensive in this critical hour. With their conception of the true pattern and their knowledge of the power and purpose of the enemy of souls, the teachers may actively and aggressively develop in the life and work of the church plans and workers not alien to the teachings and program of the Master. Unless the schools assume the offensive and adjust the instruction to fit changing needs, subversive influences will certainly seize the initiative and direct the pattern of instruction. Then the youth will be misdirected into fields of thought and work alien to truth.

By having an intelligent attitude toward the current American revolution, by knowing more perfectly the divine pattern, by watching lest the enemy of souls corrupt their thinking and teaching, and by praying for continuous guidance by the Master Teacher, the schools may effectually serve in the cause of spiritual defense.

CITIES OF REFUGE

"THE object of our schools is to provide places where the younger members of the Lord's family may be trained according to His plan of growth and development."—*Testimonies, VI, 127.*

"The students should receive at college, such training as will enable them to maintain a respectable, honest, virtuous standing in society, against the demoralizing influences which are corrupting the youth."—*Testimonies, V, 23.*

"When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established; for children who are receiving a Christian education will be witnesses for Christ."—*Testimonies, VI, 202.*

"In dealing with their students, teachers are to show the love of Christ. . . . Let them remember that every one of our schools is to be an asylum for the sorely tried youth, where their follies will be wisely and patiently dealt with."—*Counsels to Teachers, 269.*

"How can our youth be shielded from these contaminating influences? There must be schools established upon the principles, and controlled by the precepts, of God's word. . . . We may expect the presence of the heavenly Teacher."—*Fundamentals of Christian Education, 99.*

"As the world in this age comes more and more under the influence of Satan, the true children of God will desire more and more to be taught of Him. Teachers should be employed who will give a heavenly mold to the characters of the youth. Under the influence of such teachers, foolish and unessential practices will be exchanged for habits and practices befitting the sons and daughters of God."—*Counsels to Teachers, 57.*

"It is to fortify the youth against the temptations of the enemy that we have established schools where they may be qualified for usefulness in this life and for the service of God throughout eternity."—*Counsels to Teachers, 495.*

"In the grand work of education, instruction in the sciences is not to be of an inferior character, but that knowledge must be considered of first importance which will fit a people to stand in the great day of God's preparation."—*Testimonies, VI, 152.*

"No pains should be spared to select places for our schools where the moral atmosphere will be as healthful as possible; for the influences that prevail will leave a deep impress on young and forming characters."—*Fundamentals of Christian Education, 421.*

"As our youth are trained for service in the cause of God, the Bible must lie at the foundation of their education. The principles of truth contained in the word of God will be a safeguard against the evil influences of the world."—*Counsels to Teachers, 204.*

"Whatever weakens faith in God, robs the soul of power to resist temptation. It removes the only real safeguard against sin. We are in need of schools where the youth shall be taught that greatness consists in honoring God by revealing His character in daily life."—*Counsels to Teachers, 378.*

"In this time of special danger for the young, temptations surround them on every hand; and while it is easy to drift, the strongest effort is required in order to press against the current. Every school should be a 'city of refuge' for the tempted youth, a place where their follies shall be dealt with patiently and wisely."—*Education, 293.*

The Superior Child in the School

DURING the last two decades educators have come to realize in a measure the enormous possibilities that lie, hidden usually, in the gifted child. Because he often disturbs the class procedure with his mischief, or annoys the teacher with his obvious air of boredom, he sometimes passes through the school having received little or no benefit by his stay. Often he will actually fail in subjects which are too easy, or which are taught in too laborious a fashion, designed to assure progress for the slower pupils. This is most unfortunate, for the bright pupil has the material for leadership, for exploring new fields of science, for carrying responsibility in his community.

Some of the active evils of neglecting the gifted child are: permitting the development of habits of idleness, superficial mastery, attitudes of unfounded superiority because of tasks too easily accomplished,¹ permitting an able child to work at half speed,² failing to give training in leadership.³

In compiling the characteristics of superior children, the first to be considered by all authors is the high IQ. Children who have a rating between 120 and 130 are considered in the lower levels of superiority. They are found by achievement tests to be above their life-age group. Bentley⁴ gives an excellent description of traits, with graphs and statistics from leading educators. He says that in general superior children are superior in health and stature, and that there seems to be a direct correlation between size and mental ability.

Science rates highest as a school subject preferred by this class; other subjects follow in direct order: history and economics, English, mathematics, drawing, music, lan-

guages, commercial work, manual work. It was found that superior children can hold attention on one thing longer than the average, read effectively, remember well, that they become fatigued less readily, and give a speedy response. They show common sense, curiosity, breadth of mind, self-criticism (one author expressed this as being able to regard self objectively), and a sense of humor. They are able to study without much supervision; in fact, they seem to be hindered by supervision, whereas the average pupil is greatly aided by supervision. They have a broad interest range and are able to turn easily to new subjects.

Bentley⁴ quotes Witty's findings on companionship, in which he states that superior pupils play more than the average amount, rarely cry or get angry when they cannot have their own way, seek friends, and are rarely or never teased by other pupils. Terman finds that moral traits correlate positively to a high degree with intelligence,⁵ and that while there are some very clever criminals, this is not the rule; he insists, however, that these children need character training just as much as any others. He found them high in will power, persistence, dependability, cheerfulness, intellectual modesty, and physical and emotional control.

Superior girls are often called tomboys because of their greater community of interests with boys than with other girls. Terman found that gifted girls read 86 per cent more than average girls, and that gifted boys read more than gifted girls. In his study, Terman allowed parents and teachers of superior children to compare their qualities; girls were rated above boys in truthfulness, originality, common sense, general intelligence, and a desire to excel, and the boys were rated above the girls in conscientiousness, sympathy, freedom from vanity, cheerfulness, optimism, sense of humor, self-confidence, permanence of moods,

¹ Fay Adams and Walker Brown, *Teaching the Bright Pupil*, pp. 16, 17, 56. New York: Henry Holt & Co., 1930.

² Mary B. Sayles, *The Problem Child in School*, p. 140. New York: Joint Commission on Methods of Preventing Delinquency, 1925.

³ Paul A. Witty, "Classes for Gifted and Retarded Pupils," *School and Society*, XLIII (June, 1935), p. 779.

⁴ John E. Bentley, *Superior Children*. New York: W. W. Norton & Co., 1937.

⁵ Lewis M. Terman, *The Intelligence of School Children*. New York: Houghton Mifflin Co., 1919.

popularity, and sensitiveness to approval. Terman found that two thirds of the superior girls he studied preferred careers to housewifery.

McGehee and Lewis studied attitudes of the parents of fourteen thousand boys and about an equal number of girls in nine different intelligence classes. They found that a high percentage of superior children had parents with superior attitudes, and that the average and slow pupils had a higher percentage of inferior and average parental attitudes behind them.⁶

Five methods are in use at the present time to meet the problem of giving the superior child his due of educative attention. They are:

1. Special classes—opportunity classes, or extra subjects.
2. Homogeneous grouping.
3. Individualized instruction.
4. Acceleration, or skipping of grades.
5. Enrichment of courses of study for the gifted.

Of all of these methods, educators agree that acceleration is the least desirable. Homogeneous grouping is good, but does not really reduce the group to one level of ability; it is used widely in large high schools, but would be impossible of use in Seventh-day Adventist secondary schools in general.

One great difficulty in the instruction of gifted children lies in the inadequacy of the average teacher to teach them properly, for he has been taught certain procedures, which he is likely to follow whether they are appropriate for use with rapid-moving pupils or not; therefore, a homogeneous group of superior pupils would receive no better teaching than if they were in a heterogeneous group, unless a specially trained teacher were available. Special classes and individualized instruction both present difficulties in the matter of teacher load. The best provision for individual differences lies in the plan of enrichment.

There are a number of ways of providing enrichment in the secondary school. The use of clubs is recommended; also the publishing of a class news sheet or paper rep-

resentative of the work of the class; special privileges in every line in which ability is shown, such as extra time for art or more time for laboratory work in biology under the leadership of the teacher or librarian; outside projects, such as the Nature Trail which was laid out and labeled by the biology class for the use of the whole school; learning how to make laboratory equipment, slides, cultures, etc.; entertainments with demonstrations and exhibitions planned and executed by the pupils.

In every case, the old type of recitation is abandoned, the socialized discussion or symposium taking its place. Much individual research and reporting is used, and creative work is encouraged.

One method of enrichment peculiarly fitted for use in small academies and colleges is that of supervised correspondence study. The pupil enrolls for any course he is fitted by previous schooling and aptitude to take, and he is guided in the study and preparation of his lessons, which are mailed to the correspondence school, by some teacher assigned by the principal of his school. Sometimes these pupils will form a club and discuss the material they have studied before preparing their papers, thus getting others' views. The teacher-supervisor may add outside reading as he sees fit, thereby enriching the course itself.

Another method of enrichment possible in any institution, regardless of grade, is that of group assignments and differentiated assignments. This method is now being used in many colleges and academies, and in most instances constitutes all of the enrichment some pupils will ever have the opportunity to receive. Enrichment is often possible through correlation of the various classes, through teacher conferences and cooperation.

If it is true that the superior children are the leaders of the future, surely the church, as herald to the world of the soon coming of Christ, cannot be guilty of withholding from its own ranks those who, with a little extra effort on the part of the school, could become powerful leaders, deep thinkers, and great teachers.

DORIS H. BROWN,
Washington Missionary College.

⁶ William McGehee and W. Drayton Lewis, "Parental Attitudes of Mentally Superior, Average, and Retarded Children," *School and Society*, LI (April 27, 1940), p. 559.

Observations and Viewpoints in South America

A TRIP to South America for one who has never been there before is a series of interesting surprises and amazing contrasts. It is not difficult to see why this country is called the great "Continent of Opportunity," with its almost limitless potentialities in natural resources and virgin country. The first glimpse of our southern neighbor comes when the ship goes around the extreme eastern point of the continent as she prepares to change her course from southeast to south and then to southwest. It is surprising to learn that almost the entire continent of South America lies east of the line of longitude that runs through Washington, D.C.

The first port of call is Rio de Janeiro, a city of more than one million inhabitants, about five thousand nautical miles from New York, and situated in a large landlocked harbor of incomparable beauty and convenience. As the ship steams in slowly from its ocean path, the deck rails are lined with the passengers who are eager to see the city, the near-by beautiful beach, the suburb of Copacabana, with its background of new, modern buildings, the famous granite cone, Sugar Loaf Mountain, the jagged peak of Corcovado, with its gigantic figure of the Christ with outstretched arms, and the verdure-covered hills that encircle the harbor and city and extend higher and higher into the foothills and mountains of the distant skyline.

The spontaneous and enthusiastic expressions of surprise, admiration, and delight from the open eyed and mouthed passengers are a fitting tribute to the beauty and the charm of the harbor that is said by many to be the most beautiful in the world.

As we disembark, we are met by the officials of the local mission and of the East Brazil Union. We go by auto up to our newest boarding school in South America, the East Brazil Junior Academy, located about 65 kilometers from Rio de Janeiro, near the resort town of Petropolis in a

beautiful mountain setting about two thousand feet above sea level, nestled in a pretty upland valley among the everlasting hills.

This trip from Rio to Petropolis over the longest and best-paved highway in Brazil is one never to be forgotten, even though one has seen the most scenic drives in other parts of the world. The panorama of distant green valleys and emerald hills, with the winding highway down the mountainside and the faraway glimpse of the ocean and Rio harbor, leaves a mental picture of pristine beauty and solemn grandeur that is unsurpassed.

This new school has operated for only one school year, but 96 students are enrolled, truly a remarkable record in any land. No small credit for this achievement is due to J. D. Hardt, director of the school, and Leon Repogle, educational secretary of the union, both of whom are hard workers with a clear vision of the importance of Christian education in this day and hour.

The completed school plant calls for three separate buildings, which consist of an administration building and two dormitories, all to be built of brick and stone. At the present time only the girls' dormitory has been completed, and it houses temporarily the administration offices and the classrooms as well as the boys' dormitory. The new boys' home is under construction now, and it is hoped that it will be ready for use by the opening of the next school year on March 15, 1941.

The number of primary (elementary) schools in this field has grown from 19 with 504 pupils in 1939, to 42 schools with approximately 1,200 pupils in 1941. During the past summer and vacation period, November 15 to March 15, about 25 elementary teachers have attended a seven-week summer-school session at the school, which closed with a three-day elementary teachers' institute, followed by a secondary teachers' institute and a superintendents' council.

Christian education is on the forward move in South America. Educational secretary N. W. Dunn, of the division, is an aggressive leader of teachers and youth, and is fortunate in having well-trained, enthusiastic, and inspirational educational and youth leaders in almost all the union and local fields. The problems that confront our leaders in this great division with eight different countries and two languages—Spanish and Portuguese—are becoming increasingly difficult and complex. New state laws in the different countries looking toward federal control of education bring perplexity and trial.

The type of education in South America is based largely on the European plan known as the spiral system. The elementary work is completed in the first four or five years, followed by the secondary work for another four to five years, then junior and senior college of two years each. Pupils in the primary (elementary) schools "carry" twelve to fifteen different classes at a time, and give special attention to memorizing. The teacher's work is largely of the lecture and the question-and-answer type, with the pupils doing their work from the textbook which is to be mastered. Final examinations, particularly at the end of the primary and secondary schools, seem to be designed to eliminate students rather than to measure their achievement. The examinations are not standardized or objective, but call for a mastery of facts, with little or no effort made to measure initiative, resourcefulness, judgment, or ability to organize material. An extensive use of libraries for original study or supplementary use is not needed under this plan; hence little attention is given to them.

In these days of war, economic distress, and political uncertainty, the spirit of nationalism is prominent here as in almost every other country. All primary teachers must be nationals in their respective countries, and the foreigner is likely to be viewed with suspicion even though he be a near neighbor. Almost all of the South American countries are republics in name, but authoritarian in practice. Generally speaking, our work has a good standing in the eyes of the government officials, and in some countries, as in Peru and Bolivia, our school-

work for the native Indians is recognized as the best.

South America is dominated or influenced greatly by the two large countries of Brazil and Argentina, between which considerable rivalry exists. Brazil is the fourth largest country in the world, and comprises twenty states, only five of which are without a seaboard. The federal capital is Rio de Janeiro, meaning "river of January," so named because it was discovered on January 1, 1502, by a Portuguese navigator. Argentina is about one third the size of Brazil, and has a coast line of 1,600 miles; it shares with Chile the southern part of the continent.

Buenos Aires, meaning "good air," is the federal capital of Argentina. It is a modern, progressive city of two and a half million population. The transportation needs of the city and the suburban area are adequately met by electric trains, buses, trams, *colectivos*, taxis, and three excellent subway lines which outrank those of New York, London, or Paris for quietness, beauty, and comfort, although the number of passengers carried daily here on the subways is undoubtedly much less than in the other cities mentioned.

Many stores, exclusive shops, public buildings, markets, streets, boulevards, and public parks in Buenos Aires are second to none to be found anywhere in the world. A commendable feature of many cities and larger towns in South America is the large number of beautiful parks that are widely distributed over all parts of the city for easy and general public use. Many of the newer residences and public buildings that are being erected in the large cities show the modernistic motif, and one thinks he sees the influence of architecture at recent American world fairs.

European and English influence in South America is marked and unmistakable and is far stronger and more influential than North American influence. Practically all buildings, public and private, are built of brick, stone, or concrete, and then plastered inside and out, which makes them practically fireproof. People who have lived in Buenos Aires for the last four or five years say they have not heard a fire alarm or seen a fire in the city during that time.

Almost all public buildings, such as stores, have steel shutters or doors that cover the ground-floor fronts. Street traffic goes to the right in all countries of South America, with the exception of Argentina and Uruguay, in which driving on the left is the custom.

In our own work higher education on the junior-college level for the Spanish-speaking countries is furnished by the River Plate Junior College, located in Entre Ríos Province, about 385 miles from Buenos Aires. Brazil Junior College, near Sao Paulo in Brazil, provides training for the Brazilian youth in Portuguese. Thomas W. Steen is the newly elected director of the River Plate school, and Domingos Peixoto, a Brazilian national, is entering upon his third year as director of the Brazil institution. Both of these schools are union institutions, the former in the Austral Union, where E. R. Maas is the union educational secretary, and the latter in the South Brazil Union, where A. J. Reisig is the union educational secretary.

Opportunities for self-help for students at the various secondary and the two higher schools in South America are somewhat limited, owing to a lack of suitable and successful school industries. However, the colporteur work is proving to be a most

successful plan for students to earn their school expenses. During this present vacation period, from November 15 to March 15, about 200 young men and young women from our schools are out in the canvassing work, joining 300 regular colporteurs who spend their entire time in this great soul-saving service.

Limits of space forbid reference to many other interesting observations and viewpoints in this great continent to the south of us. The expansion and improvement program that is under way in a number of our schools calls for an entire chapter by itself. The growing pains of some of the newer schools, such as Petropolis, Butia, and Taquara in Brazil, and Florida and Pilar in Argentina, reveal not only pressing current needs, but large and fruitful opportunities for establishing training schools, the need for which has long been felt. This work for our youth in South America should be done without delay, while the door of opportunity is still open. No one knows when restrictions and government regulations may appear that would seriously hamper our work.

JOHN E. WEAVER,
*Associate Secretary, Department of
Education.*

Industries in the Philippines

THIS question of industries in Seventh-day Adventist schools has always been a very interesting one. We all believe in it one hundred per cent. But somehow we feel that we are not doing all that we ought to do in this line.

We have ever so many students who desire to secure a Christian education, but who do not have the means to realize their ambition; and we often say to ourselves, "If we only had industries in which those ambitious young people could work in order to support themselves while in school!" These youth are willing to do anything in order to obtain a Christian education.

At present the Northern Luzon Academy is experimenting in various industries. Among the latest projects that we have tried is that of canning. It is too early yet to predict the outcome of this project, but we know that our canned mangoes can be readily sold, for they are good. At certain seasons of the year we can buy mangoes and other fruits quite cheap around this vicinity. We are thankful that we can employ a number of girls for this work. From our tomato crop we are also able to can some for our home use during the rainy days when this commodity is very scarce. The academy is not spending very much for vegetables.

Our promising industry, one that furnishes work to a good number of students, is the cultivation of the soil. We know that this one phase of our work is greatly appreciated by our students, most of whom are the children of farmers.

Our agricultural program is carried on in two different ways. Part of our boys are employed on the school farm itself to produce farm products, such as rice, tomatoes, and other vegetables, on a large scale. Then we have what we call our "homesteads." This homestead plan is greatly enjoyed. We have set aside a certain section of our good land which we arbitrarily call homestead land. We further subdivide this parcel of land into one hundred or more lots. This is open to all students—both

boys and girls—and also to teachers. Any student may apply for a homestead. He must go through the procedure of filing an application; and when this is approved, he signs the contract prepared for the purpose. The academy promises to do certain things, such as plowing, harrowing, and furnishing the seeds or the seedlings; and the student in turn promises to plant and take good care of the plants until harvest. One half of the produce goes to the student and the other half to the school.

In most instances one plot can produce but a few pesos' worth of vegetables, but the reception which this project is getting is most encouraging indeed. I wish it were possible for some of you to see our students and teachers at work on their homesteads. It would do your heart good to see them early in the morning and late in the afternoon watering and cultivating their plants. It is only natural to expect some sort of friendly competition to develop in this sort of thing. This year the academy has about one hundred twenty homesteads. The students like to call the different kinds of fertilizers they use their "secret weapons." Some of the vegetables that the students raise are very good. They have been able to raise pechay that weighs more than four pounds and tomatoes that weigh almost two pounds.

A very wholesome atmosphere prevails as a result of this program. The plan has appealed even to the cash students. The entire community and the neighboring public schools are attracted to this plan. Since we have instituted this program, there has been very little demand for athletics. There is no hungering for the formation of teams to compete with other schools. The students appear happy and satisfied. There are good reasons to believe that the play instinct of many of our young people is satisfied by this homestead plan, because they really enjoy it. Cultivating their individual plots is a real game with them. There has been very little sickness.

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Music Appreciation

SINCE it is not possible for all the students in our schools to study music privately, it is very desirable that a means be provided for the entire student body to enjoy what is fine and beautiful in music. Adventist youth should be especially trained to appreciate sacred music. Mrs. White has said that music was made to lift the thoughts to that which is pure and noble and elevating. Devotional music brings one nearer to God, purifies the spirit, and enriches the soul.

The one who leads the church music should ever be conscious of the fact that the sacred song is one of the most effective means of impressing spiritual truth upon young minds and hearts. Thus the proper selection of hymns means much in the training of our youth. One hymn-rating chart which is very helpful in choosing worth-while hymns may be condensed into five points regarding the words of the hymn and five points regarding the music:

I. Lyrical qualities.

1. Is the poetic meter smooth and flowing?
2. Is the imagery clear and beautiful, stimulating the imagination?
3. Does it show the aesthetic principles of art?

II. Worship qualities.

1. Is the hymn Scripturally sound?
2. Does it induce a spirit of reverence and worship?
3. Does it help one to sense the presence of God?

III. Emotional qualities.

1. Is the mood of the hymn hopeful and joyful, stimulating faith in, and love to, God?
2. Does it lift the person out of his self-centered individuality into a healthy religious experience, or is it morbid and introspective?

IV. Meaningfulness.

1. Do the sentiments of the hymn express a real experience?
2. Does it point one upward, and stimulate his mind toward higher things?

V. Qualities of good taste and dignity.

1. Are the sentiments of the hymn expressed with the dignity and decorum suitable for use in addressing and praising God?
2. Does the language show an undue familiarity with the Lord's name?
3. Are the figures of speech or words extravagant, vague, crude, ugly, or offensive? Do they have too many secular connotations?

VI. Melody.

Does it have adequate musical character—vigor, strength, symmetry and balance, cadence, beauty of line?

VII. Harmony.

1. Is the harmony strong, musically correct, of proper proportion and balance; or is it sentimental, saccharine, and of excessive emotional content?
2. Is the part writing interesting or monotonously repetitious?

VIII. Rhythm.

Is the rhythm free of secularity—triple waltz rhythm, the duple two-step, the band march, the repeated dotted eighth note followed by the sixteenth? Is the rhythm syncopation, ragtime, or jazz?

IX. Churchliness.

Does the composition induce an atmosphere of reverence and worship, or does it have secular associations with folk song or ballad?

X. Unity between words and music.

Do these fit each other in meter? Do they fit each other in spirit and emotion?

These points should be kept in mind in selecting a hymn that complements the sermon. After a hymn has been selected, the student's attention should be called to the beauty of the words and the sacred quality of the music, thus deepening his appreciation. The hymn must be elevated to a high place in worship through reverent and thoughtful singing. The high ideals set up for us are expressed in the following words from *Patriarchs and Prophets*: "Music forms a part of God's worship in the courts above, and we should endeavor,

in our songs of praise, to approach as nearly as possible to the harmony of the heavenly choirs." The nearer the words of any hymn approach the sublime thoughts and expressions of the inspired hymnal of ancient Israel, which was the Psalms of David, the closer it comes to God's ideal.

The words of any hymn must be a sincere expression of some spiritual experience or aspiration as an aid to making the hymn more spiritual. Occasionally it may be well to read texts of Scripture before each stanza of the hymn. For instance, with the hymn, "In the Cross of Christ I Glory," an appropriate text for the first stanza would be, "God forbid that I should glory save in the cross of our Lord Jesus Christ." Singing is as much an act of worship as prayer. If the young people are trained to appreciate and love fine spiritual hymns, their religious experience will be deepened.

The appreciation of sacred music must, of course, rank first and most important, but since there is much that is very beautiful in secular music, the young people must be trained to understand and appreciate it also.

In all of life we enjoy what we understand. Children who have grown up in an atmosphere in which they have heard only the finest and best music naturally love it. Those who have heard only popular tunes

find classical music dry and uninteresting. Since few of the students who come to school have really grown up in a musical atmosphere, it is necessary to teach them appreciation with simple but worth-while music. It should not be felt that the standards must be lowered because the students do not enjoy classical music. The students' tastes must be lifted gradually to a higher level of appreciation. This is most effectively done for music pupils by teaching them to play and sing the really great music. But for the larger number who do not play or sing, there should be periods of listening to the best music.

It would not cost a great deal for each conference to own a library of records which could be sent from school to school. These should include music that varies from simple descriptive compositions to the easier symphonies. What a source of happiness and a world of beauty would open to the students if they were taught to enjoy the music of such masters as Bach, Beethoven, and Brahms. When worldly educators are recognizing more and more the value of music study and appreciation in their curricula, surely the Christian schools, with such high standards, should give to music the important place which it deserves.

DORIS PARKINSON,

Teacher of Music, Auburn Academy.

NEWS from the SCHOOLS

THE PACIFIC UNION COLLEGE CHURCH has given one third of a million dollars for missions during the last fifteen years. It is estimated that one fourth of this amount came from the students.

THE WALLA WALLA COLLEGE FIELD NATURE SCHOOL trip of 1941, directed by Ernest Booth, instructor in biology, will cover approximately four thousand miles and will be in session from May 25 to June 15.

WASHINGTON MISSIONARY COLLEGE has an enrollment of 719, the largest in its history, as reported by the president to the board at its recent session. The amount of labor provided students during 1939-40 exceeded \$120,000.

FLOWERS FOR SALE by the East Brazil Union Academy find a ready market and bring a fancy price. In one month the income to the school through the sale of flowers was more than five hundred milreis (about twenty-five dollars).

ARTHUR L. WHITE, grandson of Mrs. E. G. White and secretary of the Ellen G. White Publications, gave a series of talks at Lynwood Academy February 17 to 21. He recounted the history of the development of Seventh-day Adventists in relation to the Spirit of prophecy.

CLASSES IN AUTO MECHANICS at Lynwood Academy are getting experience in bearing fitting, valve grinding, and the installation of piston rings, besides some excellent experience in the care and servicing of brakes, under the supervision of J. W. Craig, instructor.

NEW COURSES TO BE OFFERED in the Pacific Union College summer session include a seminar that deals with the importance of Biblical literature in the English curriculum, for experienced secondary English teachers, and speech for the classroom teacher, which is a voice and diction course for elementary teachers. Charles E. Weniger will teach these two courses. A new course in the foreign-language department is a seminar in the study of modern languages for secondary teachers.

THE UNION COLLEGE THEOLOGICAL DEPARTMENT, through the emphasis placed on public evangelism, is continuing to keep step with the advent movement. The class in evangelism, under the direction of I. F. Blue, is studying the latest evangelistic methods, from books written by successful Seventh-day Adventist preachers. A spirit of real enthusiasm is evident among the students.

THE RUMANIAN GOVERNMENT issued documents in January of this year authorizing the organization of Seventh-day Adventist church schools in three parts of the country. Ordinarily, all children attend classes six days a week, but the permits grant the children in our schools freedom for Bible study and worship on the Sabbath.

L. R. RASMUSSEN, for several years principal of Lodi Academy, retires at the end of the school year to accept the superintendency of schools in the Southeastern California Conference. E. F. Heim, principal of Maplewood Academy, has been chosen as his successor.

ACTUAL PRACTICE IN DENOMINATIONAL ACCOUNTING is being given in a course developed by H. D. Wheeler, head of the Pacific Union College department of commerce. The purpose is to make the period of adjustment after employment as short as possible.

UNION COLLEGE will celebrate its fiftieth year of service on May 4 and 5. A special semicentennial program has been prepared. The Union College Alumni Association will also hold its Fiftieth Anniversary homecoming banquet on the evening of May 4.

A NEW ACADEMY BUILDING, located directly west of the college gates, is to be built during the summer at Pacific Union College. The cost will be \$30,000. Student labor is to be employed.

FINAL SPECIFICATIONS for the new Walla Walla College library building have been approved by the board, and construction on the \$60,000 project is scheduled to begin soon.

EIGHT STUDENTS OF WALLA WALLA COLLEGE attended the Northwest International Relations Club conference at Caldwell, Idaho, March 21 and 22.

D. LOIS BURNETT, associate secretary of the Medical Department of the General Conference, will teach several classes for nurses at the Pacific Union College summer session.

SIX STUDENTS OF PHILIPPINE UNION COLLEGE raised \$25 or more each in the 1940 Harvest Ingathering campaign. Each of 66 other students gathered amounts from \$5 to \$25.

THE SECOND ANNUAL ACADEMY CHOIR FESTIVAL, in which groups from Lynwood, Glendale, San Diego, Loma Linda, and La Sierra academies are participating, is to be held March 16 at La Sierra, with N. L. Parker, principal of La Sierra Academy, in charge.

THE WALLA WALLA COLLEGE ORCHESTRA, under the direction of Victor Johnson, head of the music conservatory, made a four-day concert tour, appearing in sacred and secular concerts at Yakima Valley Academy, Auburn Academy, and the Tacoma, Everett, Seattle, and Yakima churches.

WILLIAM G. WIRTH, pastor of the White Memorial church, gives the following encouraging report of its activities: "From the most important angle—the spiritual—we feel very grateful to God, for His blessings have markedly been upon us. Converts have been baptized, and an earnest spirit is generally manifest to do ever that which is in harmony with the will of God. Our midweek prayer meeting has proved a blessing to many, especially with the presentation of the closing chapters of *The Great Controversy*, so vital to the understanding of our times. Our Friday night young people's devotional hour is in the charge of our students of medicine and the nurses in training, and much good has been accomplished both for the young people of the church and for the church itself. In this connection, mention should be made of our Week of Prayer meetings, both with the church and with our students of medicine and nurses in training. This endeavor has proved to be a great spiritual uplift.

Frequent testimony meetings have been afforded during the year to the classes in medicine, which have resulted in great personal good to the individual student.

"A fine spirit of co-operation and unity in all departments of the church has resulted in wholesome accomplishment. The home missionary department is quite active, and every effort is being made to contact nonmembers with our truth-laden reading matter and in other ways that forward the gospel.

"In 1939 the White Memorial church tithe was \$62,020.41; in 1940, \$64,998.77, a gain of \$2,978.36 or 4 4/5 per cent. In Sabbath school offerings 1939 recorded our church as giving \$7,067.25; in 1940 through our Sabbath school we gave \$7,916.76, a gain of \$849.51, or 12 1/5 per cent. For mission funds in full, whereas in 1939 the White Memorial church gave \$16,843.53, in 1940 we raised \$18,317.11, a gain of \$1,473.58, or 8 7/10 per cent."

THE AUBURN ACADEMY woodshop has sold \$60,000 worth of furniture this year to date. This has furnished more than \$15,000 worth of labor to students, all of which has been returned to the school in the form of cash from the sale of furniture.

THE COLLEGEDALE HOSIERY MILL, which employs Southern Junior College students, is installing forty-eight new machines, at a cost of \$70,000, for the manufacture of nylon hosiery. This will furnish employment to thirty additional young women.

ROBERT LAY, a graduate student in chemistry at New York City University, and former principal of Greater New York Academy, has recently been elected head of the department of chemistry at Washington Missionary College.

LA SIERRA COLLEGE recently held official ground-breaking ceremonies for its new Spanish-style cafeteria. The building is scheduled to be completed and ready for use by August 15.

THE YOUTH OF MISSOURI raised \$3,074.84 during the 1940 Harvest Ingathering campaign. This year they hope to have the credit of gathering one third of the amount raised in the entire conference.

THE FOLLOWING PARAGRAPHS are taken from the report of the High School Inspectors of the Department of Education of Ontario, Canada, regarding a recent visit to Oshawa Missionary College.

"On Tuesday, January 28, we paid our second visit of inspection to Oshawa Missionary College, and, as on the occasion of our former visit, we inquired into and observed the work of the middle-school classes in the following subjects of the junior matriculation course of study: algebra, English, French, geometry, history, and physics.

"The principal received us kindly and prepared a special timetable to enable us to complete our work as conveniently as possible. The teachers of the different subjects also extended to us a cordial welcome and made us feel at home in their classes.

"The college is rather beautifully situated on a farm of two hundred acres about two miles east of Oshawa. The main building, which is used for educational purposes, is adequate in size for the present attendance. It is reasonably well furnished, and the equipment used for teaching the practical subjects is fairly adequate.

"The library is well supplied with books of reference, books for supplementary reading, and periodicals, and the pupils are encouraged to make use of them. The open shelves, with their carefully classified and neatly arranged rows of books, constitute a quiet invitation to those who visit this room to share in the manifold pleasures of the 'finer world of books'—a world that will be of increasing interest and advantage to these young people as the years pass. Few private schools have better facilities for library work than are found in this institution.

"Adjoining the college building is one in which a very practical course in woodworking is given. Not only are the boys receiving an excellent training in one of the important departments of the world of work, but they also have an opportunity to earn much, if not all, of the cost of their board and tuition during the year, as the produce of their workmanship has a ready sale. Other employment is found on the farm for boys who are interested in farmwork. While work with practical instruction is not so

definitely arranged for the girls, they are given an opportunity to earn their lodging and tuition by doing household duties and other work suitable for girls, for which they receive instruction in the home economics department. Indeed, nearly all the necessary work connected with the college and the farm is done by the pupils. The value of this kind of training cannot be overestimated.

"Taking into consideration the main objectives of this college and the fact that it is, to quite an extent, self-sustaining, the principal has shown considerable skill in organizing the work. As a result, the pupils of the different grades are receiving a fairly adequate amount of time for instruction in their different studies. When the amount of time allotted to certain studies is hardly commensurate with what is given in most other schools, the pupils doubtless get compensation in the period of supervised study which is provided each evening.

"Generally speaking, we were pleased with the progress the classes have made in covering the courses. The answers given by the pupils, whether the work was in the charge of the teacher or of either of the inspectors, indicated that they are being trained to think for themselves and to give expression to their thoughts in well-chosen words. The teachers are to be commended for their clear and forceful presentation of the work in the departments of study of which they have charge, as well as for the efforts they are making, both directly and incidentally, to hold before their pupils high ideals of life and to inculcate right principles of living.

"The question papers in the several subjects as well as the marks made by the pupils were ready for our inspection. A careful perusal of these records and also a discussion of them with the principal convinced us that the members of the staff are interested not only in covering the work outlined in the prescribed courses of study, but also in maintaining a reasonably high standard of achievement.

"We are pleased to recommend that this school should be granted the privilege of recommending pupils for middle-school standing."

New French Reader

THE STUDENTS OF FRENCH find it most interesting to receive letters directly from France. At the present time this may not be possible because of the political situation. However, there has recently come from the press a most interesting little volume edited by Ella I. Edwards, head of the Language Department at Emmanuel Missionary College. This volume contains the letters which Mrs. Edwards received from a school-teacher in northern France over the space of some four years. The young woman who wrote these letters has a charming style, and they tell of her life from the age of eighteen to twenty-two.

Mrs. Edwards has prepared this volume, *Les Lettres de Mon Amie*, with questions on each letter and a list of idioms to be learned. Such a book should serve as a good cultural reader, containing, as it does, much information on the customs and habits of French people. Written in conversational style, it may serve as a model for conversation or for letter writing. Those who wish to secure a practical usage of the French language will find this text most stimulating and helpful. A postcard to Mrs. Edwards will bring other information.

LEON L. CAVINESS,

Head of Department of Modern Languages,
Pacific Union College.

Keeping the Child

Continued from page 4

child. And love is the chief cornerstone of this structure. Right home training is fundamental. "A little boy was absorbed in a game of marbles. A gentleman who loved children—and all true gentlemen do—paused a moment watching him. 'Is your home near here, Sonny Boy?' 'Sure, right on this street. We ain't got no house for it yet; papa's building one.'" No house for his home! Not so important. Doesn't so much matter what or where the building is, but the *home* is where there are warm, loving human hearts beating together in tender unity. It takes more than four walls to make a home.

And so it is with the church. The building may be simple, but the hearts of the worshipers are knit together in the fellowship of love. And the children are bound to its services by cords that may never be broken.

Just so with the Christian school. Not for one day in the week only, but for five days, the influence of the home and the church is carried on by the Christian teacher. The three R's are taught, yes; interestingly, efficiently, professionally. But never does the true teacher forget that character building is the highest aim, and that to lead the lambs of the flock into the fold of Christ is the most precious privilege granted to man.

Gold is counted most precious,
And rubies and diamonds are rare.
Men build magnificent structures,
Cathedrals and palaces fair.
Without these temporal riches,
I'll gladly be reconciled,
If only to me may be given
The trusting heart of a child.

¹ Ellen G. White, *Counsels to Teachers*, p. 195.

² *Id.*, p. 153.

³ *Id.*, p. 151.

⁴ *Id.*, p. 265.

Industries in Philippines

Continued from page 23

Thus far this year the school's share alone from the homesteads is about one hundred pesos. But we are not so much concerned with the monetary value of this project. The by-products of the whole thing are most excellent. Lessons of industry and co-operation are learned. The students pay their honest tithe from their share. They have money for their offerings. Last quarter we collected more than one hundred pesos for our Thirteenth Sabbath Offering, the largest offering we have ever collected in the academy. The tithe of the students amounts to more than one hundred pesos a month.

Just a word about the farm products. The tomatoes that are raised on the farm are giving the school a great deal of publicity throughout this section of the country. People everywhere who see these tomatoes

exclaim, "What wonderful tomatoes these are!" The tomato seeds come from California and seem to thrive well on the academy farm. Among the customers are the biggest hotels in Baguio and Manila, the big Army Hospital, and the 31st Infantry of the United States Army. This means an income for the academy of several hundred pesos every year.

Time and space will permit only a mention of the Bermuda onions and cabbages that are grown on the farm. The academy has a small amount of poultry. This gives a steady income every month. Plans are on foot to raise cattle for beef, and some goats on the hills owned by the academy.

Still the biggest problem is left unsolved, and that is to provide sufficient work for the girls. We hope and pray that the Lord will open a way for us by which many girls may work and earn part of their expenses.

ROMAN R. SENSON,

Principal, Northern Luzon Academy.

Together We Make Progress

Continued from page 15

greater achievement. But remember, the Indian's prescription for taking the white man's medicine, "little do little good, heap do heap good," does not always work when it comes to swallowing the bitter pills of one's own failures and mistakes. So it would probably be better to measure the dose carefully, for sometimes it starts to come back. For that reason, second, and sometimes third, visits are very necessary in supervisory work.

One of the ancients has aptly said that some men's minds toy with atoms while others' toy with worlds. This great truth should be given careful consideration when we are dealing with our fellow men, for most men are irritated by a multitude of small suggestions when they are deeply conscious that they are struggling with large

problems which, to their minds, if corrected would set in order many of the smaller things. True, the little things, the details, are not to be overlooked, but discretion must be used so as not to allow these to eclipse the greater and more important questions as the moon blots out the sun. Many times a work is ruined because of the neglect of details, and this should be corrected. On the other hand, a supervisor can neutralize his influence by dwelling on little irregularities and seemingly not comprehending or appreciating the teacher's really big problems. And, too, we must avoid hobbies, for on such boys love to ride.

Hard work, patience, self-control, and humility are invaluable and necessary in directing others. We must be willing for others to attain, and should be the first to give those under us a boost. But in all our patience and helpfulness, we must be fearless, courageous, and uncompromising when dealing with inefficiency, neglect, or wrong. And the final result must be better understanding, greater knowledge, greater progress toward our goal, more courage, and a deeper Christian experience for all. Above all, let us always remember that the work of God and the salvation of souls are to stand first; position and man, second.

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