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

IN talking the other day with a teacher who has been unusually happy and successful, we made mental note of the factors responsible for her success. She did not speak of a program and seemed hardly conscious of having one, so completely had her many activities been fitted into the system of daily habit, but the plan of life and work was there. It ran something like this:

First, to maintain myself in the best possible condition through a routine of diet, exercise, work, rest, recreation, and worship, that experience has proved suitable to my individual needs.

Second, to do my part to bring happiness and success to each member of my immediate family.

Third, to perform my daily work as a teacher with the greatest possible skill, endeavoring constantly to do some personal work with each youth in my care, that he may be awakened to purpose and aspiration and put into possession of his best self.

Fourth, to do my full share both as an individual and as a member of the organized teaching profession to improve its standards and status, that the schools may command support and education go forward.

Fifth, to encourage the best young men and women to consider teaching as a career, and to take a sustained personal interest in at least one young man or woman who is planning to become a teacher.

Sixth, to keep in personal touch with at least a few of the young people who pass through my classes each year, following them into maturity and active life, that I may see how my teaching may be improved by noting its long-time effects.

Seventh, to take my part as a citizen to encourage intelligence, good will, and effective co-operative action in keeping with American ideals of democracy.

Eighth, to provide for my growth as a teacher, a citizen, and a good human being through systematic attention to methods of growth.

Ninth, to plan my expenditures, savings, and investments for the year and for my life as a whole so as to give modest security against the inevitable rainy day and the latter years.—*Joy Elmer Morgan.*

The JOURNAL of TRUE Education

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The Missionary Spirit in the School

W. Paul Bradley

EDUCATIONAL SECRETARY, FAR EASTERN DIVISION

IT was at a time when the missionary spirit was running high that I had my first taste of Seventh-day Adventist education. Through churches, schools, and conference organizations, a strong pulse of missionary life was beating. It was an honor to be called as a missionary, and the visit of a returned missionary to a church was an important event, perhaps because there were fewer of them than there are now. Those years seemed to be the golden missionary period in the experience of this denomination. The annual roll of those called to serve in foreign fields was swelling year by year; mission financial goals were being pushed up at each Autumn Council as the churches were beginning to realize the power of collective and systematic giving, even though the money came in small amounts. These were my impressions when first I was transferred to a Seventh-day Adventist school from a public high school.

Student life in old South Lancaster Academy was a gripping experience in those days. There was a contagious, friendly, Christian spirit from Principal B. F. Machlan right down to the boys

who fed the boilers and swept the classrooms. The Bible classes were formal but solid. Each student had to master the day's assignment and be able to stand before the class and give a lucid explanation of the doctrine studied. The Friday evening vesper service, beginning as all real vesper services should, at sundown, was a thrilling sight to behold, as row upon row of students stood and voiced their devotion to the Master. The daily chapel services occasionally brought us visitors from abroad, and the students hung breathlessly on the words of Professor Salisbury from India, Doctor Selmon from China, and others. Elder A. G. Daniells came occasionally for a week-end visit, his son being a student in the school at that time. When the school year closed, students and teachers assembled in the old chapel for a farewell service, and gave four of the best-loved teachers to the Far Eastern mission field—Professors S. L. Frost and I. A. Steinel and their wives. One could not escape forming convictions about mission service in an atmosphere like that.

Seen through the softening screen of time, those years may appear unnaturally

glamorous. Perhaps any attempt to compare the past with the present is always affected by personal devotions or prejudices. But the conviction remains with me today that a Seventh-day Adventist institution, to be true to its founders and its charter, must be filled with a vital, challenging missionary spirit. Education ceases to be Christian when it does not have its eyes upon the earth. Perhaps the percentage of graduates called to go abroad may not be so large as it was twenty-five years ago. But the spirit of aggressive and complete consecration to the task of this church, near and far, should be bred in the bone and brain of every son and daughter of our educational institutions. The immediate task of the average graduate today may be to pitch his tent in the crowded factory section, or to teach grammar in the intermediate school, or to lead a group of colporteurs in an institute. But each should do it with that faraway look in his eye, ready to lay down his present task and to respond gladly when the invitation arrives through the conference office, bearing the imprint of the Mission Board secretary at the top.

Is it possible that some of the youth are saying in their hearts today, "I will serve God anywhere, except. . . ."? As one scans the General Conference Committee minutes month by month, too often he sees the telltale action of the Committee, "Voted, that since the way is not clear for them to accept, Brother and Sister Blank be released from the call to —." If it is clear that God has closed the way in these cases, or that there is some physical reason why it is not advisable for one or both of the parties to accept the call, the reasons are valid. But is this always the case? Per-

haps a young minister, in charge of a district in one of the home conferences, queries when the call comes, "Will there be a place open for me when I come back from the foreign field?" Or perhaps the candidate is advised, as was one young man by a school administrator, "Don't make the mistake of going to a foreign field; I was there and got back just in time."

The missionary spirit is, primarily, the full surrender to God's will for service, either at home in "God's country," or abroad where the villages have grass roofs, or there are cobras in the jungle, or people eat rice and curry with their hands. The true missionary spirit is not narrow and provincial, ingrown and calculating. It is loving and broad and superracial, and perhaps a bit visionary.

There is a little of the spirit of glamour and adventure in the nature of the good missionary. It creeps out every once in a while in the lives of veteran servants in the foreign fields. They can hardly be restrained from going off to search out new lands, or to make new openings, or to get a taste of new dialects. Why should not this spirit be present in every true missionary? Who should be less ready to dare than the pioneer missionary who plants new stations, masters new languages, prepares new literature, gives the first Adventist sermon in a great new populous area? There is a real red-blooded challenge in this thought of venturing out and conquering the unknown, and bringing back souls for Christ.

May God preserve in these days of material attractions, of centripetal influences, that true essence of every Seventh-day Adventist school, that breath of life of the Christian movement itself, the missionary spirit.

“It Is No Longer Safe—”

Edward D. Thomas

SABBATH SCHOOL AND HOME MISSIONARY
SECRETARY, SOUTHERN ASIA DIVISION

AN Adventist family with many children lived in a city in which there was no school of the church. Some of the grown children were sent to one of the church boarding schools far away from their home. Only a little girl was left at home. Her parents sent her to a public school close by her home. They told the girl that since there was no Adventist school in their city, this was the only arrangement they could make for her. She went to school for some time but forgot what her parents had told her about it.

One day she came to her father and asked him, “Daddy, why is it you have sent me to an outside school? The teachers have some jewels on their ears, and they swear very often. And when the school inspector comes, they tell many false stories.”

The father replied that he had told her before that it was a public school, and the only reason he was sending her there was that there was no Adventist school in the city. The girl said she did not remember it.

After a few months, the girl came to her father again and said to him, “Our teachers teach things contrary to the Bible. They say the dead people go to heaven and they know everything.” But the girl said she did not believe in such things. She did not know how she should answer any question that might come to her during the examinations. If she answered according to her own beliefs, the teachers would not give her

marks. If she answered according to the way she had been taught, she would not be true to her convictions. So she asked her father to help her solve her problem.

The father said she should not pay any attention to false teachings. And since she knew the truth, she should answer accordingly when the teachers asked her any questions on Bible subjects. But the girl was not satisfied with the reply given her by her father. She wanted to get out of that school because it was not an Adventist school.

Another day she came to her father and said, “Daddy, you did not let my brothers and sisters study in non-Adventist schools, but you have let me study there. Suppose I get lost by the false teachings taught in that school; what answer would you give to Jesus for my being lost from the kingdom of God?”

The father was not able to answer that question, and he decided that the only thing he could do was to take her away from that institution and send her to one of the church schools. This could be done only by a great sacrifice to the parents. However, they were happy for the convictions the little child had.

It is wonderful how a child's mind is filled with true wisdom when she is brought up in an Adventist home from her birth. Let us listen to the convictions of the little ones and help them grow in the fear of God. “Let us heed the gentle monitions of their lives, the tacit demands of their minds.”—*Froebel*.

Mission Geography

Vina Georgeson

CRITIC TEACHER, LA SIERRA COLLEGE

THE influence of Seventh-day Adventists is rapidly spreading throughout the entire world, a fulfillment of the great commission, "Go ye therefore, and teach all nations."

The scope of the world field is so large that it is not clearly understood by the Seventh-day Adventist youth, who are, as it were, strangers to the denominational organization. Therefore, it is the duty and privilege of teachers to bring mission lands to the children through a knowledge of the great world divisions and also to acquaint them with the workers and conditions under which they are laboring.

If teachers will avail themselves of the opportunity and privilege of making this work interesting and practical, there will be awakened in the boys and girls a lasting interest and respect for the work of God throughout the earth.

William Carey, the "father of modern missions," long before the days of geography books, had a world map in his old cobbler shop. On this he wrote little items of every description about different parts of the world, but especially such mission lands as India, China, and Africa. When the time came, he was ready to go—and intelligently ready.

The Lord felt that this is such an important way to study geography that Mrs. White wrote:

"It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond,' let them become acquainted with these lands and their peoples. In this line much might be

accomplished in our schools. . . . Let the pupils study . . . the present daily unfolding history of missionary effort. . . . Let them study all lands in the light of missionary effort, and become acquainted with the peoples and their needs."¹

It is important that children and youth know their part in giving the gospel. "Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education. . . . The children and youth, with their fresh talent, energy, and courage, their quick susceptibilities, are loved of God, and He desires to bring them into harmony with divine agencies. They are to obtain an education that will help them to stand by the side of Christ in unselfish service."²

In order for a girl or a boy to desire to be a missionary, he must first have his interest in mission lands awakened. This may be accomplished by inviting a missionary to tell stories of his field of labor during the Missionary Volunteer meetings. A large outline map of the world, printed on manila paper, may be obtained from the Denoyer-Geppert Company, Chicago, at a cost of twenty-five cents. Ask the missionary to explain quite clearly the territory covered by the division he represents. He then might outline the division and also place upon it the headquarters and other places of interest such as schools, hospitals, and clinics, as he tells his interesting missionary stories.

After the interest has thus been awakened, the teacher may continue the study of this division for some time by en-

couraging the children to bring articles from the *Review and Herald* concerning the work in this place. Also look in back numbers of the *Review and Herald* to find the names of the missionaries who have sailed to this division during the past year. Draw a line from the port from which they sailed to the place of their destination, placing on the line the name of the missionary and the date of sailing.

If the children know a missionary, or if one of them has a relative located in this division, place a large candle or some means of recognition at his place of labor in order that it may seem personal, and it will awaken a deeper interest.

You may not be so fortunate as to have a missionary at your disposal to awaken the children's interest in each world division, and then the responsibility must rest with the teacher. The outline of each division may be found in the back of the seventh-grade Bible textbook (new edition). The current Year Book will give the information needed concerning the officers, schools, hospitals, dispensaries, and number of churches and believers, and is indispensable in the teaching of mission geography. The *Review and Herald* is the text used to keep your information up to date and vital.

The mission geography class may well be a part of the Junior Missionary Volunteer meetings, as has been mentioned, having one meeting a month or a part of each meeting; or it may be a part of the oral English period in which stories from this field, found in the *Review and Herald*, may be told or talks given concerning the condition of missionaries during this time of world strife; or it may well be a part of the geography class by making correlations with geography texts for descriptions of countries around mission headquarters and mission stations; or a part of the seventh-grade Bible class dur-

ing the second semester, which studies carefully the beginnings of the denominational work in all lands and brings it up to the present time.

In whatever situation mission geography may be placed, endeavor to keep the interest high by means of these few suggestions or many others that might be added:

1. Enlist the co-operation of all missionaries possible to tell stories of mission lands, explaining the divisions they represent and the conditions found there that hinder or help the progress of the third angel's message.

2. Have a definite time in which mission geography activities are carried on, as well as the times when the topic spontaneously occurs.

3. Have a large loose-leaf scrapbook divided into the great world divisions and continue to add interesting material to each division, such as:

- a. Stories from denominational papers.

- b. Original stories of imaginary trips with the educational secretary or the doctor as he visits the schools, churches, or hospitals in his territory. Describe the kind of territory through which he travels. Follow his trip on the map.

- c. Pictures of mission stations, office buildings, schools, churches, hospitals, missionaries and their families, the kinds of homes the people live in, the kinds of people living there, the kinds of travel and communication, and the kinds of animals.

- d. Look for material in old copies of the *Review and Herald* and other sources which will be helpful in writing a short biography of the General Conference presidents and other leading men in denominational work.

- e. One division of the scrapbook may be used for mounting letters from missionaries. See how many divisions you can have represented in this way.

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Are They Hitting the Mark?

Walter L. Adams

SECRETARY-TREASURER, PANAMA CONFERENCE

AN abundance of instruction has been given concerning the need for and the benefits of industrial education, and probably no one doubts any of this instruction. The kind of training and the lines of industrial activity have been named. Industries have been established in most of the academies and colleges, as well as the training schools in the foreign fields.

In some places, industrial plants have been created and have been made into units of mass production, with very little if any thought regarding the scientific training of the student in that particular trade. When placed on that basis, it becomes a factory, but hardly a school. It is perhaps all right to organize these industries in such a way that they will produce that which the market demands, in such quantity and quality as to pay at least the cost of production plus the overhead expenses of the unit. Yet here is a definite need for the classroom work in that department, just as truly as the laboratory is an essential part of the class in physics or chemistry. Too little attention is given to the theoretical training.

There is a natural inclination on the part of the boards and committees to think that, since one industry is a good thing, the more of them a school can have, the better and more efficient it will be. It is possible to overdo a good thing. A horse may be badly foundered by eating too much perfectly good corn. Any school that considers the establishment of industries to supply a definite market, and for the purpose of financial gain, must consider these things:

1. The location of the school with

reference to the market for buying and selling.

2. The needs of the locality for the article to be produced.

3. The competition in the market that may be faced.

4. The number of industries already in the school.

5. The number of students to be used in such industries.

6. The cost of establishing, maintaining, and operating the industry.

7. The person who is to have oversight of the work.

When such an industry is established, it has been found that there is more profit in excellent workmanship and materials than in mass production of inferior goods. Nothing but the best should be produced. If printing is done, it should be the best printing that can be had. If wood products are manufactured, each article should be of such quality that the shop may be proud of its imprint. If bread is baked, it should be the best that can be had in the market.

On the other hand, there has been in some places a drift to the industrial side of the school, so that the institution is well known from the standpoint of the articles manufactured, at the cost of the reputation of the school as an educational center. After all, the real work of the school is that of producing Christian young men and young women who are educated, not only in these material things, but spiritually and intellectually as well. Their learning should be thorough, and each school should have a reputation for thoroughness in the classroom as well as in the factory.

But what is the reason for establishing

and maintaining these industrial units in the schools? Has it been made a part of the real education of the institution, or is it the chief purpose that the articles manufactured are to be a means of aiding the students in getting through school financially, or that the school is to get a goodly portion of its operating capital through its industrial program?

The instruction that has been given regarding school industrial activities says little or nothing about the matter of aiding the student in his effort for education, nor about this type of work as the main factor in the finances of the institution. Some have gradually come to the place where they think of these industrial organizations in the school as the main support financially. Why has this been stressed so much, when so little instruction has been given in the matter? Occasionally the statement is made by a school that for a particular year a certain percentage of the students were able by means of the industries to earn all their way through school. Again, statements are made to the effect that a certain school has been able by this means to get seventy-five cents of each dollar that came to the till. Should this be the main objective in industrial training, or should not the other benefits be the real purpose?

In some places, people are thinking of these schools as institutions where the student can be sent to school without touching the family budget. When the small number in the schools is compared with the very large number who have never yet had the privilege of attending such institutions, the thought of their attending on the basis of their earnings from these industrial units seems en-

tirely out of the question. The people must be schooled to the thought of the student's coming to the school with the major portion of his expenses earned outside the school itself. There may be exceptions to the rule, but for the most part, if the mass of the youth are to be in denominational schools, which should be the aim, the industries cannot assist them all to earn the major portion of their expenses.

Thought must also be given to the men and women who must lead out in the industries. If the shop is to succeed, the one placed in charge must know that business and must spend the major portion of his time in it. Often he is the best teaching material in the school. If so much of the time of these well-trained people is to be used in the industrial units, where will suitable persons be found to do the work of instruction in the classroom? It means that a large faculty must be employed for a small school, if the major portion of the income is from these industries.

Is it the aim to make the schools industrial plants that are better known as factories than for the real mental training for which the students come to them? Should it be the aim to get the major portion of the cost of maintenance from the earnings of the shops of the school? Should the constituency be trained to think that all they need to do is to sacrifice the time of the boy or the girl from the home and its busy activities, and that the school will do the rest for the student? There is very little instruction leading in that direction.

School industries should be operated for the sake of the school and not the school for the sake of the industries.

What's Right With the Church School

T. Edgar Unruh

PRESIDENT, WISCONSIN CONFERENCE

THE basic philosophy of Christian education is undeniably right. To educational workers this assurance should be the cause for greatest rejoicing, for no superstructure, however marvelously it may have been erected and regardless of how expensively it may have been embellished, can be stronger or more serviceable than the foundation upon which it rests. Basic to all worthwhile accomplishment is a worthwhile philosophy of life. It is the idealism, the philosophy of life enshrined within human hearts, that gives meaning and color to the product of minds and hands.

Make those ideals or philosophies vulgar, and the offspring will be marked by vulgarity. Make them purely secular, and the product will bear no likeness to the divine. Make them earthly, and the minds and hearts which are molded will have little desire to know Him who planted the moons of Jupiter and colored the rings of Saturn. But make basic to that philosophy the Fatherhood of God, the Creatorship of Christ, the redeeming love of a Trinity, the constraining and conquering power of divine love, and you will develop a generation of youth that will discover its divine relationships—youth who may be numbered among the sons and daughters of God.

Such a philosophy as this has brought into being the elementary church school. By such a philosophy its objectives and procedures are colored. Fundamentally right about the church school is its philosophy.

A second element in the church school that is right is the spirit of its teachers. This is not to say that all the teaching

done in the church schools leaves nothing to be desired. It does not mean that all the men and women comprising the elementary teaching forces of this denomination have no greater heights to achieve as far as teacher training is concerned. Neither are all the methods and procedures now employed by our teachers sound and beyond the realm of improvement. But the spirit of the teachers in the schools is right, and only in the rarest instances is improvement to be desired.

With a right spirit on the part of the teacher as a starting point, and with the avenues of teacher improvement wide open before her, there are no limits to her advancement and teaching possibilities. On the other hand, the possession of every educational advantage, the mastery of the latest methods, and the control of the finest technics and procedures—all these are of and in themselves useless and inadequate for the task of bringing to full fruition the budding promises of a Christian philosophy of education if the spirit of the teacher is not sound or right.

What is meant by the spirit of the teacher? The question is legitimate, and its answer requires a definition of that which is well-nigh indefinable. However, it is better to attempt an analysis and fail in that attempt than to avoid this task because of the difficulty which may be encountered in attempting to think it through.

The teacher with a right spirit is one with whom teaching is a great mission. She teaches because she cannot help teaching. She does it in response to a definite call, in harmony with a great

conviction. With her the material returns are secondary in importance. She thinks of herself as God's artisan, a co-creator with God of manhood and womanhood in boys and girls. To her the children who come to her daily are not so many youngsters that she must endure and dominate until the hour of four, but they are so many blurred images of the Divine who may again someday be "like Him" and reflect His image fully because she is their teacher. Therefore, to her, teaching is a great adventure. She teaches not facts and subject matter, but children, and she teaches them the ways of this life and the life hereafter.

The teacher with a right spirit is not content to have her boys and girls mull over merely the mental accumulations of past generations. She tenderly leads them to the portals of duty and destiny and inspires them with the spirit of personal discovery in that fascinating realm. Her heart throbs not so much when her little ones have mastered their multiplication tables as it does when through the mastery of these and other essentials she witnesses constant growth on the part of the youngster—growth in wisdom and stature and in favor with God and man.

Because as a teacher she initiates the children in the ways of life, the teacher with a right spirit loves life herself. The great venture of living is a constant challenge to her, and since children grow more by example than by precept, she keeps herself spiritually deep, physically strong, mentally alert, and socially pure, for those boys and girls may forget what she taught, but she knows full well that they will never forget what she was.

These and other elements are basic in a right teaching spirit. Generally speaking, the spirit of the teachers in the elementary schools is right.

A third element in the church school that is right is its curriculum. The basic

elements of the curriculum are sound, and they are sound because the fourfold nature of youth is fully recognized and provided for. While the curriculum recognizes the prime importance of spiritual growth and provides for it in time, materials, and extra class activities, the church-school program is not designed to make hermits of the youth. The curriculum recognizes that piety and learning are not antagonistic but that they are the complements of a perfect whole. Therefore, orderly mental habits not only are listed among the objectives but are found as products; and since spiritual depths and mental alertness are most effective in a healthy body, the curriculum also provides for physical growth and development. In this area unusual efforts must be put forth to let practice catch up with objectives, but the move is in the right direction.

The church school harbors also a great concern for the social welfare of its children. Social growth through participation in both school and out-of-school activities and associations is postulated by the curriculum objectives, and, since the child is placed in society to serve, not only must right social attitudes be built into his life, but he must be given proper motivation to serve humanity effectively in the community where he will ultimately live.

So, considered by and large, the curriculum of the church school is right.

Finally, generally speaking, the fruitage of the church school training is right. Too frequently, perhaps, the church itself misjudges the fruitage of the church school. It expects that which it should hardly have courage to expect—the complete reclamation of every child for God. Yet even in the realm of nature over which God presides, not all the fruit on the tree is perfect. Some of it continues to show the blight of sin even at harvest time. So, even though the church school

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To Teachers of Prospective Draftees

Carlyle B. Haynes

SECRETARY, COMMISSION ON NATIONAL
SERVICE AND MEDICAL CADET TRAINING

THE Selective Training and Service Act of 1940 provides exemption either from combatant training and service or from both combatant and non-combatant training and service for those who, "by reason of religious training and belief," are "conscientiously opposed to participation in war in any form."

It does not require membership in a church to obtain such exemption. It requires only "conscientious objection" based upon "religious [not political] training and belief."

If the "religious training and belief" are of such a nature as to create "conscientious objection" to all military service, then exemption is granted from all military service, both combatant and noncombatant, and the registrant is "assigned to work of national importance under civilian direction," this service being performed at a public service camp.

If the "religious training and belief" are of such a nature as to create "conscientious objection" only to combatant training and service, but not to non-combatant training and service within military units, then exemption is granted only from combatant training and service, and the registrant is "assigned to noncombatant service as defined by the President" in an executive order dated December 6, 1940, and is placed in any unit of the Army properly designated as a noncombatant unit.

The absolute "conscientious objector" whose "religious training and belief" lead him to claim exemption from all military service is classified as a 4-E man if found to be physically fit for general

service, and as a 4-E-LS man if found to be physically fit only for limited service.

The "noncombatant" whose "religious training and belief" produce objection not to military service but only to combatant military service, is classified as a 1-A-O man if he is found to be physically fit for general service, and a 1-B-O man if he is found to be physically fit for limited service only.

It will be clear, therefore, that in the case of a conscientious objector, his individual religious belief is the determining factor in his assignment to service for his country.

Consequently, it is of the utmost importance that a noncombatant Seventh-day Adventist Selective Service registrant have a "religious training and belief;" second, that he know what his religious belief is; third, that he know how and where he acquired it; and fourth, that he know just where it should place him in the service of his country.

Seventh-day Adventist draft-age men have had and are having more than a little difficulty, not with draft boards, not with Army officers, but with themselves, about this matter of their "religious training and belief."

They are suddenly made aware that they belong to a denomination which instructs them to take a noncombatant position, without having given them much, if any, instruction in the reasons that they should take this position.

Most of them have arrived at draft age without having heard a sermon on the principles of noncombatancy, without having seen a Sabbath school lesson on

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What Christian Education Costs

Roger Altman

OFFICE SECRETARY, GENERAL CONFERENCE

WHEN I bring a gift to my wife, she generally wants to know how much it cost. I used to feel that she should not inquire into such matters, but now I understand that she asks the cost in order properly to appreciate the gift. We value and protect and preserve that which represents a great expenditure. The cost may have been in money, or it may have been in time or energy, or in laying aside a cherished plan in order to make the gift possible.

A famous painting or statue may be made of materials which cost but a few dollars. But the time, the skill, the devotion of the artist to his task, and his creative genius make the finished product of such value that men travel halfway around the world and pay out millions in order to have such treasures for their own.

Christian education is expensive. The cost cannot be stated in terms of money. Its purpose is to develop and train citizens for the kingdom of heaven. This is the supremely important work for our day. God, angels, and men are engaged in it. The entire divine plan for humanity is a plan of education. Man was made in the image of God, but he was to grow in spiritual and intellectual power, becoming more and more like his Maker day by day. School was opened in Eden. Adam and Eve were the first students to matriculate. Then sin threatened to close the doors forever. The school was moved from its first location. Jesus gave up His life to keep it open and to make its work a success. He has paid the entrance fee for every student. He has endowed the institution with the riches of His grace. Even now

the diplomas are being prepared. The red seal of atoning blood is on every one. The names are rapidly being filled in. Soon the last one will be ready.

In order for Christian youth to prepare for service in hastening the great graduation day of the spiritual school of Christ, material resources are required to build and maintain earthly schools. More than eleven million dollars is now invested in Seventh-day Adventist educational institutions throughout the world. During the year 1940, 1,247 students from these schools entered the organized work of the denomination. How much did it cost to prepare each student for his position? According to the official reports of the General Conference, the price was sixteen thousand dollars, including the investment in buildings and equipment.

If you who read these lines entered denominational employ from one of the schools of the church in 1940, remember that it took a large sum to get you ready. Nine thousand dollars had to be invested in facilities, mostly during previous years, so that you could have a place to study. Seven thousand was needed during 1940 for expenses. "Oh," you say, "my expenses in 1940 were nothing like that." No, but it was necessary, in order to place 1,247 students in the work, to enroll 126,761 students in all parts of the world in all grades of all schools. If 1940 was an average year, the number of students entering the work represents about what the church can count on; that is, nearly one out of every hundred will qualify. It would not dare to reduce the number of schools and students, for then less

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Improvement of Secondary Teachers in Service*

Ernest F. Heim

PRINCIPAL, LODI ACADEMY

A SUCCESSFUL teacher will not remain a good teacher unless he continues to grow; he must keep pace with educational progress. The beginning teacher and the less successful must be helped to become efficient workers.

The development of teaching as a profession in Seventh-day Adventist schools is creating an attitude which is causing teachers to want to grow and to improve. They are willing to respond to helpful suggestions which will increase their teaching efficiency. They regard teaching as "the nicest work committed to man." Because of the growing awareness of the complexity of teaching, every teacher should be provided with an opportunity to continue the study of teaching while in service.

It is generally conceded by educators that supervision is the best means to improve instruction. The acceptance of this conviction places a heavy responsibility upon the Seventh-day Adventist principal.

When a person has been employed to teach school, he has been somewhat prepared for the job; however, he cannot be fully prepared beforehand or at any time, because the needs and the challenges are constantly changing. The way these new situations are met determine the kind of teaching that is being done in a school system.

The improvement of the teaching-learning situation is the basis on which a supervision program is organized. Supervision aims at "the development of a group of professional workers who are

free from the control of tradition and actuated by a spirit of inquiry and attack their problems scientifically in an environment in which men and women of high professional ideals may live a vigorous, intelligent, creative life."¹

Traditional supervision was largely inspection of the teacher by means of visitation and conference, carried on in a random manner, with suggestions imposed on the teacher through authority and usually by one person. Modern supervision, by contrast, is the study and analysis of the total teaching-learning situation through many diverse functions operating through a carefully planned program that has been co-operatively derived from the needs of the situation, and in which many persons participate.

The plan of individual teacher-principal conferences is used in many Seventh-day Adventist schools. Since teachers are led in these personal conferences to analyze and evaluate their own work, the elements of strength and weakness are studied with the thought of devising means of improvement. It is generally agreed that self-analysis by the teachers is of more value to them as a means of growth than the knowledge of any number of shortcomings, once they have been pointed out.

The teacher should go away from the conference encouraged rather than discouraged. Indeed, a conference of the right sort would often remove discouragement. Many a discouraged young teacher, whose schoolwork has become a dreadful burden, and who goes home tired in body and mind to spend an

* Abstract of a paper prepared for presentation to the Committee on the Study of the Secondary School Curriculum, Battle Creek, Michigan, October 29, 30, 1941.

anxious and sometimes a tearful night, could be saved all the distress if a sympathetic principal were to spend a half hour in conference with her, bringing the results of his experience and his superior wisdom to the reinforcement of her limited skill and experience.

If the discussion of teaching in the personal interview is discriminating, constructive, and of a professional nature, it is one of the best means of in-service training.

One of the best indexes of a teacher's probable growth in service will be found in the kind and amount of reading done by him, professional and otherwise. The reading of books for general background purposes and for assistance with specific teaching difficulties is a practice that produces growth and increased efficiency. The preparation of articles for Seventh-day Adventist journals is an excellent means of individual in-service training.

Demonstration teaching and directed observation may be employed for the improvement of teaching. What is ordinarily described as observation may take one of two forms: (1) the directed observation of regular classroom instruction, or (2) directed observation of special demonstrations provided by the principal or some other member of the teaching staff for training purposes.

The chief purpose of demonstration teaching is to show observers "how to do it;" to present sound and improved methods of procedure, devices, and techniques. Demonstrations, to be most successful, should not be highly polished. They should adhere rather closely to ordinary classroom conditions such as subject matter, method, and time allowance. Directed observation and demonstration teaching should be made in terms of carefully formulated criteria of good teaching.

Demonstration teaching should have a definite goal. This goal should be clearly known by the observers before

the performance begins. The observers should take careful notes during the performance. These notes and the performance should be thoroughly discussed with the observers by the demonstrator, after the performance is complete.

The visitation hour or day is an excellent device for adding strength to a weak teacher. The success of the expert in action is more than a challenge; it often opens the way to successful achievement for the weak.

The more recent development of visual aids offers an excellent opportunity for in-service training. Some of the aids that are employed to train teachers are motion pictures, slides, educational exhibits, pictures, and museum materials. All these observations should be planned and evaluation made according to validated criteria of good teaching. Discussion should precede and follow the observation.

The opportunity to participate with union and General Conference educational workers in the thorough inspection of an academy is a stimulating experience. An overview of a school gives one an adequate picture which may have in it many challenges.

During the depression, tremendous progress was made in the field of curriculum construction, including the means by which teachers may be brought to participate more fully in this important activity. Definite provision for teacher participation is made in all important curriculum projects. The committee plan of revision is one employed to ensure teacher participation—training in service.

Study is one form of improvement in which all teachers can participate. If they cannot attend summer school, they can do independent work, join a reading circle, or take extension work. Membership for experienced teachers in pro-

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WHAT'S AHEAD?—An Editorial

NEVER in world history have there been so many persons vitally concerned with the course of events, and never so many looking ahead, anxious for what might relieve their distress or improve their situation. Revolutionary changes in economics and international relations seem to stupefy them. Many are dumb before the propagandist and grope for a way through the labyrinth of suggestions.

Men of faith, of wisdom, and of courage are not overwhelmed or deceived by prophets of gloom. They see an unfinished gospel task and an unfolding divine plan. They are not ignorant of the decadence and death about them, but they see the breaking of the day. Their faces are toward the sunrise and a time of great opportunity, of confidence, and of achievement for God.

The self-satisfied and overcontented never discovered a continent, explored a river, invented a laborsaving device, or preached the gospel to savages. Those who saw something worth while over the hill, or across the ocean, or within the test tube, or in the heart of a savage, have opened up the world's channels of trade and conquered some of man's worst foes. The dreamers of dreams have always ruled the Egypts of the world when others who scorned the seer and lived for the day only, lay down to starve because they had seen no vision and had no bread.

Youth live in the tomorrow more than do their seniors, but they are sensitive to the influences that whirl about them today and so largely determine the course they take tomorrow. They seldom lack courage or strength for the tasks of the coming day, no matter how hazardous or taxing. It is important that their forces be directed wisely.

The Christian school was founded and is maintained for the service of the youth in the church. It has set itself the inspiring task of providing a training fitted to the men who are to do the gospel work of tomorrow. Physical equipment and instruction are provided for the men of moral and intellectual strength who look ahead and who prepare for history's greatest day of opportunity.

What's ahead for the world with its intricate social and economic relations will be fashioned somewhat by the hands of statesmen and economists. Rash and presumptuous would be the person who would dare to say categorically what day-after-tomorrow holds in store.

What's ahead for the Christian school depends partly on the vision of its leaders and teachers. The maximum of its service has not yet been reached. Brighter days are ahead, days of broader, keener vision, days of more accurate measurement of students' needs and capacities, days of a training fitted more exactly to the work they are to do, whether in shop, office, or mission field.

What's ahead for the individual lies largely in his own hands. Choice of associates, of teachers, of work, of thought, will determine that. Some may say the way is too long or the burden too heavy, and turn back. Others, like the pioneers of all time, will set their faces toward the sunrise of unexplored opportunities and advance into the larger realms of wider service for others.

Skies that were a beautiful blue can quickly change to threatening gray. Once blossom-brightened fields may now be storm swept. But beyond the lash of the wind and the rain lies the harvest of tomorrow. Sunny days are ahead for its ripening. Love-impelled and skill-directed hands will gather its treasures.

FUTURE EVENTS

"The great work of the gospel is not to close with less manifestation of the power of God than marked its opening."—*The Great Controversy*, 611.

"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history."—*Life Sketches*, 196.

"As we advance in the opening path of His providence, God will continue to open the way before us. The greater the difficulties to be overcome, the greater will be the victory gained."—*Life Sketches*, 307.

"The nearer we approach the time of Christ's coming, the more earnestly and firmly we are to work. . . . We do not need feverish excitement, but that courage which is born of genuine faith."—*Testimonies*, VI, 475.

"A great work must be done all through the world, and let no one conclude that because the end is near, there is no need of special effort to build up the various institutions as the cause shall demand."—*Testimonies*, VI, 440.

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

"A great work is to be accomplished; broader plans must be laid; a voice must go forth to arouse the nations. Men whose faith is weak and wavering are not the ones to carry forward the work at this important crisis. We need the courage of heroes and faith of martyrs."—*Testimonies*, V, 187.

"Too many are counting on a long stretch of a tomorrow; but that is a mistake. Let everyone be educated in such a way as to show the importance for the special work for today. Let everyone work for God and work for souls; let each one show wisdom, and never be found in idleness, waiting for someone to come around and set him to work."—*Fundamentals of Christian Education*, 366, 367.

"If the church will put on the robe of Christ's righteousness, withdrawing from all allegiance with the world, there is before her the dawn of a bright and glorious day. God's promise to her will stand fast forever."—*Acts of the Apostles*, 601.

"In the time of the end, when God's work in the earth is closing, the earnest efforts put forth by consecrated believers under the guidance of the Holy Spirit, are to be accompanied by special tokens of divine favor."—*Acts of the Apostles*, 54.

"God has in His word opened before us the great events of the future,—all that it is essential for us to know,—and He has given us a safe guide for our feet amid all its perils."—*Patriarchs and Prophets*, 686, 687.

"It is true the world is dark. Opposition may wax strong. . . . Yet for all this we will not be moved, but lean upon the arm of the Mighty One for strength."—*Christian Experience and Teachings*, 155.

"The return of Christ to our world will not be long delayed. Let this be the keynote of every message."—*Testimonies*, VI, 406.

"A great work of saving souls remains yet to be done."—*Testimonies*, V, 204.

Music Teachers' Council

THE music group council was held in Takoma Park, D. C., July 29 to August 24, in conjunction with the councils of the departments of commerce and home economics. The teachers accepted the cordial invitation of the faculty of the Theological Seminary to make use of the facilities of the new Seminary building for the meetings.

One of the outstanding features of the council was the devotional meetings held daily in the General Conference assembly room. Each morning a vital spiritual message was brought to the delegates from one of the General Conference brethren or by one of the members of the Seminary faculty. The keynote of these messages to the teachers was Christian character building rather than professional service.

The music section was well attended, having representatives from nearly all parts of North America. The colleges and junior colleges gave a loyal response in sending delegates to the meeting. In addition to these regularly appointed representatives, there were a number of music teachers from some of the secondary-school faculties visiting in Washington at this time, and these visiting teachers were welcomed into the study group.

A fine spirit prevailed throughout this council. Each member contributed his best judgment and experience in the consideration of the problems in hand, and willingly agreed upon such adjustments and policies as would best solve these. Two objectives seemed to motivate the deliberations of the council: first, to increase the service and ministry of music to all denominational activities; and second, to bring school administrators and students as well to realize that music properly studied develops spiritual character values, and should not therefore be considered as a frill or an ornament in the scheme of education.

The agenda was prepared to give consideration to each of the points of contact which the music education has with the

student's course of study; namely, the normal and ministerial courses and the academy and college curriculums. Letters were in hand in answer to correspondence from many of the union and local conference educational superintendents, describing the need of musically trained elementary teachers who can give strong work in music in the church schools. In dealing with this section of music training for the elementary teacher, the council outlined certain essential prerequisites and courses of study that would prepare the normal graduate to teach music fundamentals and appreciation in the elementary grades in a clear, effective manner, and accomplish the work outlined in the elementary course of study prepared by the General Conference Department of Education. The council was indebted to J. E. Weaver of the department for his helpful suggestions and guidance in considering the questions that pertained to music in the elementary teaching field.

One of the questions before the council was, What music training is needed by the Seventh-day Adventist minister? Realizing the value of appropriate music as a soul-winning agency in connection with evangelism, the council was desirous of making some helpful contribution to this important phase of music education.

Members of the Seminary faculty and the Ministerial Association responded to the invitation of the group to bring their personal observations and recommendations to the delegates, and from their experience give guidance to such plans as might be of value in improving the music education of the student who is preparing for the ministry. It was found, upon examining the music work offered in the ministerial course as given in the senior colleges, that wide differences of subjects and credit allowances were apparent. The council voted to recommend a joint meeting of ministers, evangelists, and music leaders with music educators for a more detailed study of religious music and its relation to denominational evangelism.

One of the questions that needed clearer definition was the matter of music study in the secondary school. What should be the content, grade of difficulty, and credit allowance for such study? The council gave particular study to the matter and prepared detailed syllabi in the fields of practical and group music subjects for the secondary level. If the adoption of these syllabi is favored, they will furnish a basis for the granting of credit in the secondary level, and further be of value in organizing and promoting music education in the academy.

Since music study, in harmony with modern trends, is making a greater place for itself in the liberal-arts college, the council gave study to what subjects, their content, and what prerequisites should be a part of music instruction at the college level. College administrators are looking with increased favor upon offering a cultural course with a major of forty semester hours in music subjects. The council endeavored to suggest a pattern for such a curriculum, combining theoretical and practical subjects in a well-balanced group. This would be an excellent foundation for the student who desires to specialize in music, and upon such a curriculum additional advanced work might satisfactorily be built.

Martin Kemmerer, of the business-office staff of Washington Missionary College,

gave the council some excellent suggestions in his talk on the problems involved in financing the music department. Since members of the music faculty are called upon to make such a large contribution to the religious services, social life, and entertainment of the school, these activities should be taken into consideration in adjusting the teaching load and department income of these teachers. Two of the schools no longer segregate the account of the music department, but have included it in the general instructional budget.

As the council came to a close, the delegates expressed regret that this profitable period of study must end. It is difficult to estimate the value of such councils, in which new viewpoints and understandings can be gained through the mutual discussion of common problems. Appreciation was unanimously expressed to the Department of Education and to the administrations of the various colleges and junior colleges for their efforts in making this meeting possible. Each delegate turned homeward inspired anew to render the fullest possible service through the medium of music to the work of God.

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A Project in Remedial Reading

DURING the summer of 1941, a project in remedial reading was carried out in connection with the regular summer school for elementary teachers in the Washington Missionary College by Miss Irene Walker, critic teacher for grades three and four. Ten students had a part in the classwork which was carried on, and a number of teachers who were attending the summer session observed the procedures used.

The pupils who were selected for this project had various backgrounds to account for their deficiencies. Among these were emotional problems, changing schools, and probably a lower mental age when beginning reading than is necessary for good progress. Remedial help had been given to some of these children during the school year with good results. No physical defects could be detected in the regular health examination, and the scores yielded by capacity-for-reading tests showed abilities in excess of actual achievements in all the cases tested. All this led to the conclusion that their progress in their schoolwork could be greatly improved if enough individual attention could be given to these children to correct their wrong habits and to build up their deficiencies. Then they could attack their work with more self-confidence.

To meet this need a summer school of eight weeks was planned with a dual purpose: first, to give needed help to a group of children, and second, to give opportunity for demonstrating remedial procedures to the elementary teachers attending the summer session in the college. The hours were from 9 to 11:30 A. M. each day. All but one of the ten students who attended regularly were boys, and the ages ranged from seven to twelve years.

Interest in the school program was stimulated by having a pet show, by planning for active games during the recess period, and by devices which helped the children to see concrete evidences of their progress. A spirit of interest and co-opera-

tion was seen as soon as the children felt that they could do the work assigned. Many of them made really strenuous efforts to accomplish worth-while results, working at home after school hours in order to secure the practice needed. As a sort of general reward of merit, the teacher took the group for a swimming party near the close of the session.

In planning the project for the summer, the teacher's first aim was to find the actual grade placement in reading for each student. First, standardized tests were administered. In some cases a child was given two different tests so that the results could be compared, which gave a more reliable basis for determining his achievement. The tests used were the Gates Primary Reading Tests,¹ the Chicago Reading Tests,² and the Durrell-Sullivan Reading Capacity and Achievement Tests.³

It was found that the grade placements given by these tests did not differ appreciably in the cases in which more than one was used. In addition to these standardized tests, informal tests for determining grade placement in reading were given. A series of readers was selected and by actual trials in oral reading a book was found for each child in which he could read without missing more than two or three words in each one hundred. Incidentally, a majority of the children found this on the pre-primer level. Their knowledge of the sounds of letters and combinations of letters was also ascertained by individual tests, and lists were made for each child of the sounds he did not know.

The remedial measures used can be described under four divisions. The first was the reading of a great deal of easy material. There are a number of pre-primers, primers, and first and second readers of various

¹ Gates, Arthur I., *Gates Primary Reading Tests*. New York: Bureau of Publications, Teachers College, Columbia University, 1931.

² Engelhart, Max D., and Thurstone, Thelma Gwinn, *Chicago Reading Tests* (Chicago Teachers College). Chicago: E. M. Hale and Co., 1939.

³ Durrell, Donald D., and Sullivan, Helen Blair, *Reading Capacity and Achievement Tests*. Yonkers-on-Hudson, N. Y.: World Book Company, 1937.

series of readers in the library of the training school. Small, easy books such as those published by the Silver Burdette Company, the Follett Company, and the American Education Press were also available. Books from neighboring libraries were brought in to supplement this material. The children were encouraged to read silently as large a number of books as possible, always keeping their reading on the level of achievement found by the informal reading tests previously described. To ensure careful reading for comprehension, cards with questions were prepared for each book. The child must answer the questions before he could receive credit for reading the book.

Since the teacher had used many of the available books for library periods for several years, she had cards already prepared for a number of them, which made this part of her task not too hard. An attractive and colorful wall device was made for keeping a record of each child's reading, but no book was recorded for a child who could not answer the comprehension questions satisfactorily. These were made inclusive enough to show if any child had merely skimmed through the book without really reading it. During the first weeks more than one child repeated the reading of a book before he could answer the questions satisfactorily. The highest number of books read by any child during the period was twenty-one. A real effort was made to help each one find books about subjects in which he was interested. When it was not possible to do this, he was urged to read in order to improve his ability and to increase the number of books read.

The Dolch Basic Sight Vocabulary⁴ was used as a basis for drill to improve the children's ability to recognize quickly many common words found in all reading material. The entire vocabulary of 220 words had been printed on flash cards. There were enough sets of these to enable the teacher to keep separate packs for each child. She began by testing each child on from ten to twenty words in the list, putting aside the words over which he stumbled or which he did not know. These were re-

viewed each day and new words added until all the words in the list were quickly recognized. The words are in such common use that it was not necessary to spend much time in developing their meaning, but the teacher took special care to see that no child was calling the names of words with whose use he was not familiar.

In addition to the flash cards, the tachistoscope,⁵ a device which makes possible a quick flash of words in typewritten form, was used in drilling the children to recognize quickly the words in the Dolch list. Since the typewritten words resemble the printed words more closely than the words on the flash cards, this type of drill was thought to be very helpful. The children, however, preferred the flash cards because they liked to see the size of their stack of known words increasing.

As phonics had been emphasized in the winter term, few formal drills were given, but the children received much individual help in applying their knowledge of speech sounds to phonetic words met in their reading. If several children were found to be weak in the same skill group, drills were given as needed.

The fourth phase of the remedial program was responded to enthusiastically by the children who were advanced enough to participate in it. The McCall-Crabbs Standard Test Lessons for Small Schools⁶ furnished material for a standardized test lesson in reading comprehension each week. Some changes in the timing, used because of the children's lack of ability, made the results of these tests unreliable as measures of actual achievement, but they indicated whether or not progress was being made and were eagerly looked forward to and carefully graphed. The motivation they furnished seemed to be the most effective of any of the methods employed.

At the close of the summer school the children were tested again. In most of the cases, the gains were encouraging. These are presented in tabular form, the achievements being expressed in terms of tenths of a grade. While more than one standard-

⁴ Dolch, E. W., "A Basic Sight Vocabulary," *Elementary School Journal*, XXXVI (February, 1936), 456-460; also "The First Step in Remedial Reading," *Elementary School Journal*, XXXVII (December, 1936), 268-272.

⁵ Durrell Analysis of Reading Difficulty, Tachistoscope (Quick Flash Device). New York: World Book Company.

⁶ McCall, William A., and Crabbs, Leilah M., *Standardized Test Lessons in Reading for Small Schools*. New York: Bureau of Publications, Teachers College, Columbia University.

ized test was given to each child at both the beginning and the end of the summer term, all gains listed were obtained by comparing the scores from tests by the same author.

Number of pupils	Chron. Age	Reading July 5	Achievement Aug. 15	Gain (Grades)	September Testing
1	12- 1	4.1	5.1	1.0	
1	8- 9	2.6	3.5	.9	3.7
1	11-11	2.6	3.3	.7	3.5
1	6-11	1.4	2.0	.6	
1	8-11	2.7	3.2	.5	3.2
1	11-10	2.7	3.2	.5	3.4
1	7-10	2.9	3.3	.4	3.2
1	7-11	1.7	1.9	.2	
1	10-11	2.0	2.0	.0	3.5
1	10- 3	3.2	3.2	.0	2.7
Averages	9- 9	2.6	3.1	.5	

The Durrell-Sullivan Achievement Test was used for the September testing. It will be noted that one child whose record showed no gain in the summer did make a score corresponding to a gain of 1.5 grades in September. The other child who showed no gain was, however, according to the tests, at a lower level of achievement in September than he was in August. A special study of all phases of his case is being made in order to ascertain the reasons for his lack of progress. These causes apparently do not include lack of mental

ability, as his intelligence rating is easily within the sphere recognized as normal.

Among the gains which cannot be measured by tests are improvements in personality brought about by the increased confidence on the part of the child in his ability to attack his schoolwork successfully. Evidences of improved behavior in school and better adjustments in social relations have already appeared in the lives of some of the children who received this help in improving their reading ability.

This account should not be closed without saying a word about the personal influence of the teacher who conducted the project. Her determination that each child should succeed, her ability to inspire enthusiasm and to motivate faithful work, helped the plans she used to bring results. Worthy of mention also are the efforts she made to acquaint the mothers of the children with the methods she used and the help she gave them in knowing how to carry out these plans further in the home.

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Music in Education

MUSIC today is recognized as an important part of the educational program of society. "The study of music, rightly undertaken, can be of the highest educational value. We are in error if we dismiss it as a recreation, or seclude it as a remote and technical study which is out of relation to the rest of our intellectual life."

Many other statements could be given to show that the cultural, educational, and spiritual values in music study are keenly sensed and appreciated by educators today. This but confirms the counsel given in the writings of Mrs. E. G. White concerning the importance of sacred music as a character-building subject in our schools.

Emphasis must be not only on religion, but on spirituality in living; not only on truth, but on the expression of truth in beauty; not only on the material things of life, but on the spiritual and cultural values of life. Nature testifies that God is a lover of beauty and takes pleasure in the "beauty of holiness."

There are just as definite laws of beauty as there are laws of science and mathematics. The Biblical law, "Whatsoever a man soweth, that shall he also reap," is true in the spiritual realm just as it is true in the natural world.

Music is a realization of the laws of beauty expressed through the medium of sound. Sound affects the senses and stimulates the emotions. The hearers feel music; they are moved by the expression of beauty in sound; by beholding beauty in tone, they become changed and are drawn toward beauty. By the association of the God of beauty with music and the expression of beauty in sound, the art of music may be a minister to the development of beauty in character.

Too often school courses are judged either by their immediate objectives or by their "practical" value in preparing a student to earn a living. The value of such courses is evident to faculties, and so they have a secure place in the curriculum. Other sub-

jects, such as music and the other fine arts, are thought to be entertaining and decorative, but not essential. Such is the attitude of a pioneer people, busy with clearing new land for new settlements. It represents the thinking of a frontier age.

Today the frontier period is past. Educators now insist that beauty is not only useful but essential to save man from the devastations of a machine age. Beauty and art and the training of the emotions are an important part of an educational program which is to meet the needs of the present age.

One may forget the facts learned in school, but one becomes what he is because of his appreciations and his attitudes toward spiritual values. Music, when rightly studied, can give to the student an appreciation of beauty which will greatly enrich life.

To this end music instruction is finding its place in Seventh-day Adventist schools. Ensemble music, in chorus, orchestra, and band; group instruction in voice and instruments; private study in piano, organ, voice, violin, and other instruments; appreciation and history of music courses; the study of theory, harmony, counterpoint, composition, and other subjects that relate to the structure of music; and concerts and various musical activities—through all these avenues music is being brought into the lives of the students.

The primary objective of all this music study is to beautify, enrich, ennoble, and spiritualize the experience of each student by contact with an art which appeals to the senses, the emotions, and the aesthetic nature.

"Music is a requisite of time and eternity. It renders a service nothing else can. It reaches into the deep stores of life and brings forth more of the potential selfhood. It warms the heart, clears the head, strengthens the arm, and gladdens the feet. It kindles the altar, sanctifies the fireside,

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Why a Home and School Association?

DOES a well-organized and well-equipped school have any need of a Home and School Association? What is there for such an organization to do, other than weary the school board with demands, or worry the principal with irregularities? Consultation with parents, teachers, and principal will soon reveal many imperative needs of the school. From these, ideas and plans will develop until any wide-awake and willing group of patrons will find themselves submerged in pleasant and worth-while activities. A summary of the work done in one day academy may be helpful to new officers assuming Home and School Association responsibilities.

The organization's board consists of nineteen efficiently active mothers and the school principal. It meets on the second and fourth Mondays of each month. The evening programs come regularly on the first Monday of the month. The group includes a very important ways and means committee which keeps the treasury filled. One year the operating fund exceeded \$1,000, the largest amount of this having been raised in a Loma Linda foods sale. The following year more than \$400 was spent on one project alone. In all efforts to raise funds, the students were organized to sell tickets, collect newspapers, help in programs, and serve dinners, giving them the opportunity to work for themselves and their school. Never has it been necessary to resort to competition to hold interest.

For each of six large individual elementary rooms, a "room mother" and an assistant were appointed; also three sponsors for the academy students. These women are "ambassadors of good will" to the groups they represent, bringing their needs to the attention of the Association, helping the teacher with programs, assisting in Master Comrade studies, conducting Week of Prayer revivals, planning outings and field trips to factories and museums, remembering appropriate holidays with little surprises or noon-hour treats. During the first

semester every room was remembered with some desired need, such as electric clocks, globes, teacher's desk, arts and crafts materials, books, an aquarium, and many Venetian blinds. The \$125 duplicating machine purchased by the Association for the academy has, in turn, been a great aid in its work.

Parents are encouraged to collect beautiful quotations and selections pertaining to the home, and all who are on time to the monthly meetings receive that evening some unusually good gem for their scrap-books. Hobbies are stressed, especially the kind that parent and child, or teacher and child, can engage in together.

The circulating library, or "children's exchange," of one hundred books collected from various homes and offices and placed upon a special shelf in the school library, was well used. The "bring a book to get a book" plan kept the shelf full constantly. A half-hour parent-teacher consultation period preceding the evening meeting can be very beneficial. The parents especially appreciate the open house evening which is planned with the teacher of every room and department. Recently the Association presented the school with unusually fine uniforms for all eighty-five members of the band and chorus. For these were provided mothproof wardrobes.

Need has been found of Saturday evening programs, entertaining but always educational. On the regular monthly programs, the plan includes about thirty minutes of opening exercises, reports of activities and new projects; thirty minutes of study in child training as explained in the Spirit of prophecy or Home Commission books; and another thirty minutes for a helpful lecture on health, diet, the effect of glands on a child's personality and behavior, or how to develop respect in the youth for their own denomination and its institutions.

In the assigned child-training studies, interest has been aroused by using a small

element of surprise or the unexpected. The assignments are always made a month ahead. Objective tests covering the material studied are sometimes prepared and distributed to each one present. After the blanks are filled in, papers are exchanged and corrected, and the questions discussed and explained.

As a review of three chapters in "Education" (pages 275-295), eleven "Commandments for Parents" were compiled, as follows:

I. Thou shalt have no other interest above that of thy children. (P. 275.)

II. Thou shalt not confuse thy child with continual criticism, lest he become hopeless and discouraged. (P. 291.)

III. Thou shalt not force thy child to submission, for the Lord will not hold him guiltless that breaketh the will of a child. (P. 288.)

IV. Remember the influence of the home to keep it holy, for here shalt thou labor and work, both wife and husband, and all that are within thy gates, for the salvation of thy children. (P. 283.)

V. Honor thy children's teacher and acquaint thyself with him, that his courage fail not. (Pp. 283, 284.)

VI. Thou shalt teach thy child obedience, lest he hate thee and become embittered toward all authority. (P. 287.)

VII. Thou shalt study the laws of physical development and the laws of health, that the folly of thy adolescent child drive thee not to distraction. (P. 276.)

VIII. Thou shalt not steal the sense of honor from thy youth, nor treat them with suspicion. (P. 289.)

IX. Thou shalt not bear false witness of the true nature of sin. (P. 291.)

X. Thou shalt not covet the objects, pursuits, and pleasures that fall short of the highest good, but share with thy child the greatest joy that comes from honoring Christ and working for Him. (P. 297.)

XI. Thou shalt laugh and play, for what doth it profit a man if he gain the whole world and lose the companionship of his own children?

MRS. A. C. NELSON,
Glendale, California.

NEWS from the SCHOOLS

THIRTY-ONE STUDENTS in Union College this year earned scholarships during the past summer as colporteurs.

ATLANTIC UNION COLLEGE went "over the top" in Harvest Ingathering with more than \$3,750 gathered in five days. The goal was \$2,400.

W. A. SPICER, on a recent visit to Emmanuel Missionary College, gave a series of talks on the development of the advent movement.

GUY W. HABENICHT has been elected principal of Broadview Academy. He previously taught at Oak Park Academy, Southwestern Junior College, and Union College.

THE LA SIERRA COLLEGE field day for Harvest Ingathering brought in \$1,310.27 in cash and labor credits. This amount is \$400 more than was gathered last year, and \$700 beyond the amount of the year before.

THE NORTH PACIFIC UNION CONFERENCE reports a gain of 361 over last year in its enrollment. There are 4,326 young people enrolled in grades one to sixteen in the church schools, 253 in intermediate schools, and 2,335 in grades one to eight.

PREVIOUS FIELD-DAY RECORDS were broken by Pacific Union College, which reported a total of \$1,656.43 at the end of its one-day Harvest Ingathering effort. Considerable sums in pledges and in produce were expected to add substantially to the figure.

GROUND-BREAKING EXERCISES for the new men's home in the Loma Linda Division of the College of Medical Evangelists, were held Thursday noon, October 2. The excavation is now completed and actual construction work is progressing. It is estimated that the building will cost \$80,000.

THE THEOLOGICAL SEMINARY recently received as a gift from the Review and Herald Publishing Association a sum sufficient to purchase furniture for the teachers', librarians', and secretaries' offices. The gift also includes two leather-covered easy chairs for the reading room and some much-needed filing cabinets.

ROMEO L. HUBBS has been chosen educational secretary of the Atlantic Union. For several years principal of Auburn Academy, he has more recently been serving as educational superintendent of the Washington Conference. In his new post he succeeds Edgar A. von Pohle.

O. E. SANTO, director of the Taquara Academy in Brazil, sends word that about two hundred pupils matriculated this year. A colporteurs' institute held under the direction of E. E. Franklin of the General Conference was attended by more than twenty students.

NORTHERN LUZON ACADEMY has the largest enrollment in its history, with 329 young people in all grades. The academy recently received from the provincial government a gift of fruit trees, including fifty seedless-orange trees.

ELEVEN CARLOADS of students from Enterprise Academy solicited country and towns in their vicinity on October 6, their Ingathering field day. They received \$151 in cash and many cans and jars of fruit and vegetables.

THE BEE HWA TRAINING INSTITUTE (China) reports for 1939-40 a good year in every respect. A total of \$1,300.80 was raised for Harvest Ingathering in two days. Nearly thirty students were baptized during the year.

UNION COLLEGE, with a goal of \$1,000, has raised \$1,643.69 in cash for the Harvest Ingathering Fund. Besides the cash total, each of the bands received produce, canned goods, old clothes, and old magazines.

MARIE ABBOTT-CLARK, for thirteen years cashier and chief accountant at La Sierra College, has accepted a similar position at Lynwood Academy.

WALLA WALLA COLLEGE gathered \$1,739.82 as a result of its Harvest Ingathering field day. The academy reported \$178.07 and the elementary school \$331.

THE COMMITTEE on the Study of the Secondary School Curriculum met at Battle Creek, Michigan, October 29 and 30.

THE UPPER COLUMBIA CONFERENCE began its annual teachers' institute on the campus of Walla Walla College on October 16. It was attended by nearly forty elementary teachers. Melvin Oss, educational superintendent of the conference, directed the institute, assisted by H. C. Klement and members of the college faculty.

DURING ONE WEEK the students of Atlantic Union College and South Lancaster Academy raised \$1,200 in a campaign for an outdoor recreation court. It is expected that construction will be started immediately on the court, which will have facilities for ice and roller skating, tennis, handball, and basketball.

MILDRED GRANDBOIS AND MABLE ANDRE, Spanish teachers at Lynwood and Loma Linda Academies, spent four weeks during the summer touring Mexico. They observed the teaching of English and Spanish in a number of Mexican schools and universities.

MORE THAN A MILLION TOMATOES were picked, packed, and sold by the Emmanuel Missionary College gardens, under the leadership of Glenn Houck. This has been the banner year in sales, the grand total reaching \$11,801.85.

THE SPANISH STUDENTS of the Rio Grande Valley in Texas are now attending the Valley Grande Academy. The two Spanish schools scheduled to open in Mercedes and Mission, Texas, have united with the Valley Grande school.

LA SIERRA COLLEGE is enlarging its speech division. A large studio, which will be fully equipped with the necessary apparatus for thorough work in voice training, will soon be ready for use.

THREE SINGING-BAND NIGHTS and one field day put Washington Missionary College over its goal of \$1,600 for Harvest Ingathering. The complete total is expected to exceed \$2,000.

THE UNION COLLEGE furniture factory received nearly \$10,000 worth of orders during a recent month. The factory started on its present basis only a year ago.

LATEST REPORTS reveal that 599 students have enrolled in Walla Walla College. Registration began on October 1.

THE LA SIERRA COLLEGE LIBRARY has added more than two hundred new books to its shelves since the end of the past school year. Among them is the 1941 edition of the *Encyclopedia Americana*.

THE EAST BRAZIL UNION has twelve more schools this year than last, with an increase of 349 in enrollment. This is an even larger increase than was shown last year over the previous period.

THE OREGON CONFERENCE reports five new elementary schools this year, bringing the total to forty-seven. The church-school enrollment has now gone beyond twelve hundred. The enrollment in the four academies exceeds five hundred.

A NEW COOLING MACHINE of one and one-half tons has been purchased and installed in the Walla Walla College culinary department. The machine is equipped with seven different automatic controls, and will maintain the cold room at five degrees and the outer storage room at forty degrees.

A HOME ECONOMICS CLASS FOR BOYS is being taught by Mrs. Anne Dunn in Union College Academy. The enthusiastic students are solving problems in food selection and preparation, color combinations in clothing, budgeting and family income, and other related problems.

"THE SCHOOL HEALTH PROGRAM" is the title of a new bulletin which is being issued by the Medical and Educational Departments of the General Conference for the benefit of church-school teachers in the North American Division. Volume 1, Number 1, was dated October, 1941.

THE COLLEGE PRESS at Pacific Union College is printing about sixteen regular monthly or weekly publications besides doing job work. A new Miehle vertical press has been purchased, as well as new fonts of type. Thirty students, working between 800 and 1,000 hours a week, are employed.

THE WISCONSIN CONFERENCE held its teachers' institute at Madison, October 12 to 15, under the supervision of Theodore Lucas. The theme of the meeting was "Idealizing the Real." Among those who assisted were T. E. Unruh, V. P. Lovell, Mabel Cassell, M. E. Olsen, and M. E. Cady.

Why I Became a Teacher

I SHALL NEVER forget the difficult time I had in deciding what I was going to do in life. My father felt that everybody ought to know when he was fifteen years old. When I saw him picking the lovely blades of corn, I would say, "I must be a farmer." When I rode to town and saw the bridges, I would say, "I have to be an architect or builder." My uncle was a Baptist preacher, and when I saw how much his congregation liked him, I said, "I have just got to be a preacher." I had another uncle for whom I was named, who was a country doctor. When I would ride around with him and see how he was adored, I would say, "I just must be a doctor."

Then I wanted above everything else to write a book. Oh, I had a thousand things I wanted to do; I couldn't decide. Before my graduation in June, father wrote me in April, "You must decide before June." He wrote me a letter, and I took all the arguments for the seven things he said he thought I might be and wrote them down on a piece of cardboard. I tried to put them in parallel columns.

Then I knelt down, with the shades drawn, and tried to decide what I was going to be. I wanted to be a lawyer; I wanted to be a doctor; I wanted to be a preacher; I wanted to be a farmer; I wanted to be an architect; I wanted to write my book.

About that time the shade fluttered and the light came in and there seemed to be a voice that said, "Would you like to do them all?" I said, "I would." "I can tell you how to do every one of them." I said, "How?"

"Just be a teacher. Some boy will write your book. It will be better than any book you ever thought of. Some girl will paint your picture, and another will give it veracity. Somebody else will be the doctor, and somebody else will be the lawyer. Just be a teacher."

Oh, men, ambassadors of youth, all I ask

of you is, just be a friend to youth, and youth will reward you manyfold.—*Willis A. Sutton, superintendent of schools, Atlanta, Georgia.*

ABOUT a year before I began my work at Yale, an older member of the alumni asked me what profession I had chosen, and I said, "Teaching." To which he replied, "Oh, that's too bad. The novelty of the thing will appeal to you during the first year, and you will think it is fine; then you will fall into a rut, teach in a routine fashion like all the rest, and become merely mechanical. Furthermore, you will be cut off from active life among men and women, and will never know anything about the world."

I have always been glad that I received that challenge before I began work; for I made up my mind then and there that I would never allow myself to become a routine teacher, that I would try to make every recitation an event in the lives of the students, and anyhow, an event in my own life. Despite innumerable errors and shortcomings, I can honestly say that although I have often taught and lectured badly, I have never done it mechanically; and in my last year of teaching, at the age of sixty-eight, I found it as thrilling and delightful as during the earliest days. . . .

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a lifework, a profession, an occupation, a struggle; it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes, and his distance from the ideal.—*William Lyon Phelps.*

To Teachers of Draftees

Continued from page 12

noncombatancy, without having been taught anything about noncombatancy in church school, academy, or college. As a result, their "religious training and belief" end with knowing that they are non-combatants. They do not know why. They have been told that their denomination takes the noncombatant position. They have not been told why. They know they are expected to take the noncombatant position. They do not know why.

They know that absolute "conscientious objectors" take a position which keeps them out of military service altogether, and puts them in conscientious objectors' camps, but that they themselves take a position which takes them into military service and puts them in Army camps. They do not know why.

Is it not important that they should be told why and given careful, close, detailed, and Biblical instruction in their homes and schools?

Is there any reason why their noncombatant "religious training and belief" should not be obtained in schools which cover all other Biblical instruction?

Do church school teachers have any responsibility in this at all? Academy teachers? College teachers?

Do those who build the courses of instruction in the schools have any responsibility?

What Education Costs

Continued from page 13

workers would be prepared, and "the laborers are few." The total operating expense of the denominational schools for the year was more than eight and one-half million dollars. So for every student who enters the work, nearly seven thousand dollars is used for school expenses.

It must not be understood that every student should enter the organized work. Many are called to other positions in life where their witness is of equal value in the proclamation of the last warning message. But workers are needed, and the statistics given above show the average cost of producing one.

Who pays these large bills? Most of them are paid by poor Seventh-day Adventist parents and students. Toil, tears, and tribulation are laid between the bricks of every institution. Nights of anxiety, days of unselfish effort, fill every school term. Is Christian education worth the cost? Voices in every land answer yes. Lights kindled in many dark corners answer yes. The faith and courage of thousands of redeemed sinners who knew not God, but who now have learned to love and serve Him, answer yes. The Master Teacher knows the cost; but He also knows the worth of every soul, and so He bids His church press on in the noble work of Christian education, both in the schools and through the church membership in general, so that all may soon be ready to attend the great graduation day when the faithful will qualify for the school above.

Improvement in Service

Continued from page 15

Professional groups is stimulating, but this practice must be safeguarded. Many schools build up a professional library for teacher use. Current books in the field of education and bound volumes of magazines should be made available to teachers.

Some academies are making provision for their mature teachers to return to college or to do graduate work during the summer, or on the leave-of-absence basis. When a teacher has been in a system for a period of years, he is given time off for study with some financial aid. This aid is given with the understanding that the teacher will return to the institution that gave it. The Theological Seminary offers opportunity for Bible and history teachers to receive additional training while employed.

A good program of in-service training gives recognition to the fact that individual teachers differ in teaching ability, in needs, and in potentialities. The devices used in the training of teachers in service are to the principal what ordinary tools are to the workman. They must be employed with discrimination and with due consideration for their appropriateness.

¹ "The Superintendent Service Supervision," *Eighth Yearbook of the Department of Superintendence of the National Educational Association* (Washington, D. C.: The Department, 1930), p. 344.

Mission Geography

Continued from page 7

4. Encourage the children to become acquainted with denominational workers and missionaries. Keep a list of all missionaries that the children know and their fields of labor. Mention often the names of the local and General Conference workers, and then ask the question, Will you know all of the officers of your local conference and of the General Conference when you meet them at camp meeting next year?

It is hoped that with these few suggestions the study of mission geography will take on a new meaning and that a lasting and inspiring interest may be awakened in the hearts of the boys and girls of this remnant people and that they may have a new determination to be among those who have a part in the finishing work.

¹ Ellen G. White, *Education*, p. 269.

² Ellen G. White, *Ministry of Healing*, p. 395.

Music in Education

Continued from page 23

and opens the treasure chests of human life. It lightens every sorrow, and heightens every joy."¹

Since educators today realize the importance of music study as a much-needed character-building subject, and since the emphasis in music instruction is upon its cultural values, the schools would do well to give music an important place in the curriculum, from the elementary school through the college. In the elementary school the teacher has an excellent opportunity to build into the daily life of the pupils a sincere love of the best music, both vocal and instrumental. The singing of beautiful songs in the schoolroom is a character-building experience for the children.

Throughout the elementary school, academy, and college, the study of music should

be considered a vital part of education, and not something extracurricular which can be dispensed with as a luxury. Good music is basic in giving children and youth a balanced spiritual outlook on life. If any of the elementary schools are neglecting this subject, their teachers should seek help and guidance in making music the great spiritualizing power in the schoolroom that it may be.

¹ W. P. Warren.

What's Right With Schools

Continued from page 11

is at times confronted with failure, every year it builds into the lives of unnumbered thousands of children the prayer habit, reverence for God's word, loyalty to the church, a love for learning, and a deep desire to serve God and humanity in the closing hours of earth's history.

It may be concluded that, generally speaking, the fruitage of the church school is right.

May God abundantly bless every effort and make effective in the lives of the children the training which the church school offers the boys and girls of this denomination.

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