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Father, our children keep!

We know not what is coming on the earth;  
Beneath the shadow of Thy heavenly wing,  
O keep them, keep them, Thou who gav'st them birth.

Father, draw nearer us!

Draw firmer round us Thy protecting arm;  
Oh, clasp our children closer to Thy side,  
Uninjured in the day of earth's alarm.

Them in Thy chambers hide!

Oh, hide them and preserve them calm and safe,  
When sin abounds, and error flows abroad,  
And Satan tempts, and human passions chafe.

Oh, keep them undefiled!

Unspotted from a tempting world of sin;  
That, clothed in white, through the bright city gates,  
They may with us in triumph enter in.

—*Horatius Bonar.*

# The JOURNAL of TRUE Education

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## Streamlining the Elementary School

*William W. Ruble*

EDUCATIONAL SUPERINTENDENT, NORTHERN CALIFORNIA CONFERENCE

**E**VERY child of proper age has a right to attend a Christian school. Every child has a right to be justly proud of the school he attends. Every school building should be a credit to the church it represents. Every teacher should be properly trained, should be a good disciplinarian, should understand children, and should enjoy a deep Christian experience.

Every public building stands as an example of the culture and intelligence of the community. Especially is this true regarding a school building. Children should be able to enter it with a feeling that it is a cheerful, beautiful, pleasant, and cultural place where the Spirit of Christ dwells continually to support, help, and counsel at all times.

The surroundings of a school should contribute to the process of education, and especially should the immediate surroundings be made beautiful and attractive. Mrs. E. G. White, commenting on the work of education, says, "No other work committed to us is so important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent."<sup>1</sup>

Well-planned modern or modernized

buildings will contribute much to the respect the children have for this great movement that is attracting the attention of the entire world. Well-planned lawns, nicely arranged shrubbery, beautiful flower gardens, and neat, practical vegetable gardens will help to instill in the child's mind a wholesome respect, a proper pride, and a lasting regard for the movement that fosters this type of education.

Combine these things with a high type of instruction by a cultured, thoroughly trained, consecrated, well-ordered Christian teacher who systematically follows a properly planned curriculum, and who is backed and supported by well-regulated, properly disciplined, orderly Christian homes, and no one need fear for the future of this movement or the finishing of the task.

The building site should be selected with great care. If at all possible, it should be in good rural surroundings, where sufficient land can be provided for a spacious playground, a lawn, flowers, and small gardens in which children can be taught by practical experience simple horticulture, floriculture, and gardening. They love such work, and it solves many



problems of discipline. Of course, the success of these enterprises depends upon the enthusiasm, leadership, and training of the teacher and the interest and co-operation of the school board and the community. The site chosen should be level or slightly rolling, well drained, and in a respectable neighborhood.

A few trees should be planted in suitable places about the school grounds, and shrubs should be artistically arranged in suitable places about the school building, care being taken that they do not shut out any light. These shrubs should be kept carefully trimmed and shaped. Where there are not sufficient funds to purchase trees and shrubs, a call through the children to the homes will generally produce an adequate supply.

New buildings should be built according to the latest approved plans and specifications. It costs very little more to build modern buildings in harmony with the latest architectural improvements, and it certainly adds wonderfully to the dignity and convenience of the building and to the welfare and health of the students. Before starting a new school building, consult the conference educational superintendent and the union conference educational secretary regarding proper plans. The General Conference Department of Education has modern plans for church schools, and will be glad to counsel with you regarding up-to-date plans.

Only a few suggestions can be given here regarding proper specifications. First, decide what will be the maximum requirement as regards the number of pupils in each room. Then remember that for every pupil, 16.5 square feet of floor space and 200 cubic feet of air space should be provided. Ceilings should be twelve feet high and covered with some type of soundproof material.

A covered entrance should be provided to protect the children and to pro-

tect the outside doors. Buildings should be planned so that children will enter by way of a hall rather than directly into classrooms.

Ample coat rooms should be planned, with sufficient space and enough hooks to enable the children to hang up their wraps properly. Cupboard space should be provided for lunches, and also space for school supplies, with a small closet for janitor supplies.

Modern rest rooms should be provided, preferably one for boys in grades one to four and one for boys in grades five to eight; one for girls in grades one to four, and one for girls in grades five to eight. Lavatories with running water, liquid soap, and paper towels should be provided in each rest room. These rooms should be well lighted, with one square foot of glass for each five square feet of floor space.

A cement slab the same length as the school building and ten feet wide, covered with a light roof attached to the back of the building, will be found very convenient on stormy days, and it adds much to the comfort and convenience of teacher and students. The rest rooms can be attached to this, so that there is a covered walk from the schoolroom to the rest rooms.

Drinking fountains should be provided in sufficient number and of a type that will be sanitary. The type with a guard that prevents pupils from touching the lips to the fountain should always be used.

Sufficient space should be provided for manual training for both boys and girls. This is very important, and should not be overlooked.

The library is an important part of the present elementary program, and plenty of space should be provided for a well-selected library for the use of the pupils.

Proper heating is a very necessary part of a modern school building. Regard-



less of what is used for heating the schoolroom, a system should be planned that properly circulates the heat and provides plenty of fresh air, properly heated and evenly distributed, to every part of the building.

All windows should be at the left side of the children, and should start about the level of the pupil's eyes when he is seated, and reach as close to the ceiling as framing will permit. Specifications should provide for a minimum of one square foot of glass for each five square feet of floor space. There should be no cross lights. Windows should be on one side only, except possibly high transom windows of opaque glass on the opposite side of the room near the ceiling. These windows could be lowered for ventilation.

Electric lights should be provided, for there are dark and gloomy days when artificial lighting will be necessary. These lights should be so planned to furnish sufficient light to every desk in the room. The electric light company will usually send a man free of charge to give counsel regarding lighting.

Many of the older buildings can easily be remodeled and brought up to present standards if a little earnest thought and study are given to such changes. The work can be done by having a church bee, and an old, inconvenient, unsanitary building can be converted into a modern school building of which all would be proud to say, "That is our church school."

"Nothing is of greater importance than the education of our children,"<sup>1</sup> is the message the Lord sends for these last days. A real effort should therefore be made to provide the very best in the way of buildings and equipment for the training of these children. Great things can be done if the church will only undertake great things.

If school buildings and physical equipment are permitted to degenerate and look old and shabby, children will have an inferiority complex or will feel that the school system is inferior. It is surprising what a few changes wisely made, a few gallons of paint neatly spread, a few trees and shrubs wisely planted, a small plot of grass neatly trimmed, a few windows changed, a coat of new surfacing on the blackboards, and some plants and flowers inside and outside the schoolroom, can do in changing the attitude of the children toward the church and the attitude of the church toward the children. "He shall turn the heart of the fathers to the children, and the heart of the children to their fathers," is the promise. It will not fail. What is done must be done quickly, and now is the accepted time.

Fathers and mothers, teachers and students, together can improve the entire school system, so that it will please God and be a demonstration to the world that Christian education is God given and is ordained to be respected by all, believers and unbelievers.

<sup>1</sup>Ellen G. White, *Education*, p. 218.

<sup>2</sup>Ellen G. White, *Counsels to Teachers*, p. 165.



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## To Every Man His Gift

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Chester E. Kellogg

**T**HANK God for the schools. What would now be the status of denominational leadership in all its many branches, had not the Spirit of the Lord led the pioneers in the establishment of this arm of His work? And the church owes much to the pioneers—and to the present leadership—for courage to train workers in the face of heavy expense and other well-nigh insurmountable obstacles. The training of leadership is, manifestly, fundamental and indispensable; but what of the large number of the youth who are not material for leadership?

Until recent years the colleges of the church have been successful in placing a high percentage of graduates in denominational pay-roll positions. That is well. There is, however, a very heavy elimination of students between the freshman and senior years; this is in addition to the many academy graduates who never attend college. In turn, a multitude of the youth do not have the opportunity to attend the academies. So, when all the evidence is considered, it is clear that the colleges in their professional and semi-professional courses function as the "terminal" institution for a comparatively small number of Seventh-day Adventist youth, especially young men. This statement is above contradiction in so far as preparation for vocational life is concerned. It introduces a graver question.

Are a majority of young women and a scarcity of young men the rule in Seventh-day Adventist homes? Are the young men of the church more susceptible to the call of the world than its young women? To both of these questions

the answer is negative. Then why the paucity of young men in the church, Sabbath school, and Missionary Volunteer organizations?

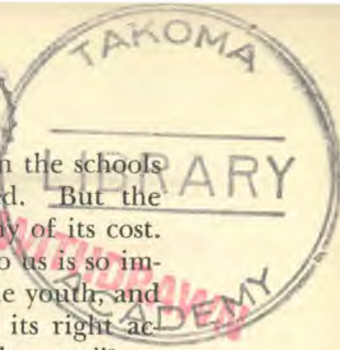
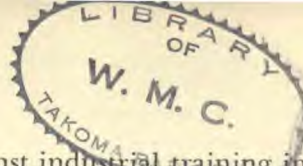
As one having closely associated with building tradesmen, Missionary Volunteer leaders, educators, pastors, and young people themselves, the writer has studied this problem for a quarter of a century, arriving recurrently at but one conclusion: the preponderance of cases of apostasy of young men over those of young women has its genesis in economic conditions almost altogether peculiar to the faith of Seventh-day Adventists.

Self-preservation is a deeply rooted instinct. Until a person reaches the truth as it is in Christ, the lack of "a job," which, translated, means food, raiment, and shelter, presses sorely upon the faith of a young man. Under this pressure many of them slip out and are gone. They are gone from the support to and of the church. They are gone from heaven itself. This, quite apparently, because they have not gained from some source a guidance in the arts of meeting a workaday world for a living, on the one hand, and a consistent way to serve their God on the other.

Be it remembered, this problem faces not a few, but the great majority of the boys, including even the greater number who have attended our academies and colleges. To many of the leaders, local and general, it has become increasingly evident that something more must be done.

It is true that large industries are operated in the colleges. True, also, it is that a few of the trades are being *offered* in these institutions. But it is





also true that the one great objective toward which the academies and colleges press with all available resources is that goal centering around the intellectual phases in contradistinction to that of the physical pursuits to which the vast number of the youth will have to turn for a livelihood.

With total production running well toward, if not to, a million dollars annually, the industries cannot and do not train many for meeting life's vocational problems. With one or two exceptions, these industries are run for the sole purpose of financial support to the student and the school, while the student is in school. The financial stress is so great that vocational guidance and training factors are practically eliminated. Consequently, if for any reason the industrial worker is eliminated before he finishes a college professional course, or if he is not employed by denominational organizations after graduation, he has to follow a "catch as catch can" procedure in wrestling with knotty employment problems, a solution of which is basic in his future existence.

Most positively this situation is not in harmony with the plan of God-given instruction. The following statements selected from a multitude in the Spirit of prophecy ought to settle the matter of balanced educational emphasis once and for all.

"For young men, there should be establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers. If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books."<sup>1</sup>

"The objection most often urged

against industrial training in the schools is the large outlay involved. But the object to be gained is worthy of its cost. No other work committed to us is so important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent."<sup>2</sup>

The following conclusions may be drawn from the present situation in the light of the foregoing instruction:

1. It is imperative that educators explain and popularize in school and out the fact that youth must be carefully and diligently guided into their lifework and the problems attendant thereto. Simply to offer technical training in college is not sufficient. All youth must be made intelligent upon this subject.

2. The denominational demand and supply in employment should have thorough study.

3. Trade-teaching departments or trade schools, aside from industrial plants, must be provided and administered upon a plan of simple vocational guidance and intensified classroom and laboratory instruction.

4. It is necessary to keep in mind the fact that the cost in this, as in the other phases of education, will not be inconsiderable; but that, nevertheless, "every outlay demanded for its right accomplishment is means well spent."

5. Trades or vocations should be taught in the light of possible individual independence in this day of integrated industrialism and trade-union domination.

6. In this period of crisis when time is a major factor, trades more or less uncomplicated and subject to comparative short-time instruction should have first consideration.

7. At such a time as this, when the call to get out of the cities should be sounding from the pulpit, may it not also be that the once-honored "ABC of education," agriculture, still provides an

*Please turn to page 30*



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## Expanding the Classroom

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*Rollin A. Nesmith*

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**I**NCREASINGLY, educators are recognizing that within every community lie untapped resources for educational development. Everywhere there are opportunities, if one but has the vision to utilize them. Every teacher should familiarize himself with the potentialities of his community, that he may successfully guide the children in making use of the accessible resources at his command. Different lines of activity have been pursued in endeavoring to tap these advantages and teaching aids.

Of all these activities, one of the most valuable has been the use of excursions. Doubtless every child can be benefited from this form of activity, but to accomplish the most and for the children to acquire the greatest amount of growth as a result, much preparation and planning are necessary. Again all concerned should have a true understanding of the difference between an educational experience and only an entertainment. The major effect should be to establish a real learning situation as opposed to mere amusement.

These experience curriculum trips are not to be considered extracurricular, but an essential part of the program and a major contributing factor in the development of the child. The plan of setting aside a definite time for trips has proved satisfactory. They should not come at random, but should be related to some theme of interest to the group.

Trips can also be seasonal. Book Week would be an interesting time to visit the public library; in the spring would be an opportune time to visit the farm or hatchery to see baby chicks. Again, the springtime is ideal to go to

the fields or woods for a pleasant afternoon in God's great out-of-doors. A little trip uptown to buy a Christmas tree for decoration, later to be given to some needy family, with added gifts to make them happy, would be a worthwhile project.

What are the places of interest to which one might go? Here are several suggestions, and your community doubtless can supply many more: places of historical interest, the Capitol, museums, caves, industries, mines, central fire station, parks, railroad terminals, department stores, ship docks, courthouse, telephone and telegraph building, libraries, saw mills, paper mills, newspaper press-rooms, state institutions, denominational institutions, radio stations, packing houses, dairies, farms, canning factories, box factories, stone quarries, brick yards, green houses, flower farms, and special exhibits.

Children in the modern home and school need not be chloroformed in order to be controlled. What normal child between the ages of eight and fourteen years would not lend his full co-operation in excursions to such interesting places?

Every community is a sourcebook of information, and regardless of what problem is being studied, you can find some information and help in your local surroundings that might have a bearing on that particular unit. Excursions always enrich social studies. A visit to a lawmaking body in session or a courtroom scene causes civics and history to pulsate with new life and interest. Many problems in elementary science relative to heat, light, and electricity are solved



by a visit to a powerhouse. Creative expression in art and literature result from worth-while trips and informative experiences. An eleven-year-old wrote the following after visiting a large press:

"Intricate and immense, the great press stands,  
And the roar of it, like a dull background  
Against which the brilliant little noises  
Weave a pattern of sound."

This is the "show me" part of the curriculum—to look, listen, and learn in a real-life laboratory. The corner grocer thus becomes more than just a grocer. He becomes an understandable focal point for a vast system of production, distribution, transportation, and consumption which, if followed, leads to all parts of the world. To the child this can be made true of other institutions as ever-expanding sources of learning. Thus the more the community is explored, the more will be found that is worthy further study. Why, even the eraser on the end of your pencil can be made a thing of romance.

Few teachers deny the value of an excursion, but most teachers hesitate to take the children on such trips because of the difficulty involved. Many of the problems that sometimes come with such an adventure can be avoided if careful planning is done. The following suggestions may be helpful to inexperienced teachers in conducting large groups.

1. Suggest an excursion in the study of a certain unit.
2. Secure permission from parents.
3. Make trips and contacts yourself a few days before you take the group.
4. Discuss with the class what to look

for, and also courtesy and safety rules.

5. The teacher should always be in charge, but might use two or three intelligent mothers to assist.

6. Make sure of your means of transportation—walking, streetcars, buses, taxis, or private cars.

7. See that code of rules formulated before starting is followed.

8. Follow-up work.

a. Discussion—teachers ask questions.

b. Pupils may desire to write account of excursion.

c. Study pictures related to trip.

d. Clarify impressions.

e. Correlations of science, English, art, and spelling may be worked out.

9. Value of trip.

a. Children actually see many occupations in modern industry.

b. They gain an appreciation of nature.

c. They become proud of the accomplishments of democracy in the United States of America.

d. Their mental horizon is extended beyond the doorway of the school and the home.

Children are born with curiosity, and come to school eager to find out the whys and hows, to experiment, to do, to go, to see, and to learn about things. Teacher Kung Fu Tze wrote, more than two thousand years ago, "One seeing is worth a hundred tellings." Again someone has said, "Thinking is seeing relationships." If the teachers of today will accept this challenge, a new world will be opened up to the boys and girls as the classroom expands.



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## Art in Everyday Living

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*Beatrice Holquist*

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**H**OME ECONOMICS—what do those two words call to your mind? Perhaps you think of vitamin content, nutritive values, or food preparation. Or you may think of time budgets, studies in grades of food, Libby peaches versus Del Monte peaches. Or perhaps you think of the fitting and making of garments, or the furnishing and arrangement of a home. All these and more are comprehended in home economics.

Home economics had its beginning in sewing and cooking. During its history and development, sewing, now called clothing, came to include appropriate selection, construction, and care of clothing to harmonize with and complement the personality. Cookery now includes economically selected, carefully balanced, scientifically cooked, and artistically served meals. To these studies have been added household planning, interior decoration, the science of nutrition and food chemistry, textile chemistry, child care, and family relations, touching most phases of everyday living.

These subjects give a finely balanced structure to a home economics program, and taught in the light of art, they make an appeal that holds any girl's interest. Art in home economics arouses an aesthetic sense and feeling for the everyday happenings in ordinary surroundings.

Is it possible for all to enjoy art, or is its appreciation limited to a fortunate few? The answer is, Everyone may appreciate the beauty of the world in which he lives. To help young people to see and enjoy this world, the home economics department of Emmanuel Missionary College offers the course, "Art in Everyday Living," a course calculated to aid

the students to see everyday life from an aesthetic viewpoint; to enable them to enjoy art; to give them a feeling of freedom in the making of artistic arrangements and creations.

The class opens in the fall with a unit in flower arrangement. Study is made of the flowers which are best combined in bouquets, of the proper way to pick flowers, and of treatments that will preserve them longest. Attention is called to the relation between flowers and accompanying vases, and consideration is given to appropriate settings that will enhance the beauty of the bouquet. Two laboratory periods follow, in which students make many arrangements from a large assortment of flowers supplied by the college gardens.

After a study on the principles of design and color, a simple, original pattern is created which can be used later on a craft problem—an appliqued felt belt, a painted tray, or a wooden dish. This unit aims to create class consciousness of good design and color effects, and is later interpreted through a study of the great paintings, as well as of furniture and textile designs. During a trip to the Chicago Art Institute, the original paintings of the great masters are enjoyably studied. A lecture at the Historical Museum affords an opportunity to study furniture of various historical periods.

Further laboratory practice is given in planning parties and decorations for various seasonal occasions. These functions, which are accompanied by the proper invitations, table settings, and service, develop the abilities of the girls to act as efficient entertainers and charming hostesses.



Immediate laboratory tests in room arrangement are carried on in the home economics building and in dormitory rooms, and, upon invitation, in village homes. The results show wasted space utilized, annoying color schemes relieved, faulty lighting adjusted, and improperly hung pictures raised or lowered. The finished task creates the unit grouping of furniture—a reading and radio unit for father, a sewing unit for mother, a study and a music unit, a play unit for the younger child.

It is to be observed that in each class there are those who are clever in creative work with their hands, and to encourage further development, equipment is provided for a unit in ceramics. Out of colorless clay comes, according to artistic dictates, an array of bowls, statues, candle holders, vases, buttons, and pins. These are baked in the laboratory kiln and decorated as the final touch.

The unit of great importance—good grooming—must not be forgotten. If order is next to godliness, surely this applies to everyone's personal appearance. The personality of clothes as they apply to each temperament is carefully studied.

The tall girl may relieve the appearance of height by avoiding the vertical dress line; the heavy girl emphasizes this dress line; the complexion takes on a different hue when complemented by just the right-colored wardrobe. A well-chosen coiffure to enhance the attractiveness of the face is shown, a coiffure which accents the good features and softens the appearance of undesirable features.

The girl who carefully follows a budget learns how to make her funds go farther, as she is taught the proper materials and the qualities most desirable.

Those with embarrassing skin trouble learn the solution to their problem through the study of dietary principles and proper methods of sanitation. The faulty complexion is improved as a result of definite and personal study given to individual problems.

From this discussion of varied phases, the importance of art in everyday living can be seen. If one can be made to see greater beauty in the simple flower, a humble room, a clay bowl, and God's human creatures made of dust, surely he has found, in this old world, a little trace of more glorious things to come.



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## Danger on the Curve

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*John E. Weaver*

ASSOCIATE SECRETARY,  
DEPARTMENT OF EDUCATION

OF the many questions and problems that interest teachers, there are at least two that usually get a larger share of attention than the others. One of these is discipline; the other is grading. Students have been receiving marks from their teachers since the day when Adam and Eve failed in their examination in the Garden of Eden. Little that is new has occurred in grading technique over the years, although from time to time changes have taken place which indicate the swinging of the educational pendulum.

In recent years, much has been said about "grading on the curve." Some teachers speak of it with a certainty and confidence that give one the impression that at long last the Utopia of grading has been reached. This difficult but important subject is finally in a scientific atmosphere where it is received with dignity and acclaim. What is meant by "grading on the curve," and what help can it bring teachers in grading the work of their students?

First, observation among a number of teachers leads to the idea that "grading on the curve" is not fully understood by many of them. Here is a good illustration of the thought that "a little knowledge is a dangerous thing." The curve as used here refers to the "normal curve of distribution," or the bell-shaped curve. It was designed originally for use in psychological factors of which a minimum of several hundred would be used. The adaptation of the curve to the distribution of grades has followed, and has merit, provided the rules for the use of this curve of distribution are followed. Two of these cardinal principles are:

first, a sufficient number of cases, at least one hundred; and, second, certain factors that might influence the shape of the curve, called technically the degree of skewness that might appear.

The origin of this normal curve came about through the measuring of human traits and discovering that the results tend to take the form of a bell-shaped curve. One author states that "it has been found that when most human traits are measured accurately and in large numbers, the measures tend to approximate the form of distribution that is represented by the normal frequency curve. This curve may also be obtained by tossing coins and then tabulating the number of times that heads and tails appear."<sup>1</sup>

In view of these facts, how can teachers with classes numbering twelve to thirty or even forty students arbitrarily use the bell curve in assigning grades in a given class? The answer is, They cannot! Think of the absurdity of distributing grades in an algebra class of twenty students on the "curve," thereby assuming that one student should receive "A," four "B," ten "C," four "D," and one "F." Such a procedure indicates gross ignorance of the purpose and use of the "curve," and may be positively unjust to many, if not all, of the students in the class. In this hypothetical algebra class, for example, a majority of the students might be doing a particularly meritorious piece of work, and their daily and final grades might be as follows: three A's, six B's, eight C's, and three D's. Again, possibly the work is not up to the standard expected, owing to a number of factors, one of which might



be poor teaching; then the distribution of grades could be as follows: three B's seven C's, eight D's, and two failures. These grade distributions should represent the true scholastic picture of the students in these hypothetical algebra classes.

The lesson is obvious. The students should be graded according to the teacher's estimate of their progress in the different classes, and not according to an arbitrary plan which has no valid application in classes of less than one hundred members, and even then might not be safe to follow fully. Someone may ask now, "Can teachers make any use of the 'curve' in grading?" Yes, they can.

One thing they can do is to take all the grades in all the classes they teach, and distribute them according to the frequency curve. Suppose it is an elementary teacher having grades five, six, seven, and eight, with eighteen students. She probably has at least six classes for each grade with the eighteen students, which would make at least 108 individual student grades to record. At the end of a school period or a semester, she could distribute these grades in a frequency curve to see the picture of her grading. Suppose the distribution of her grades gave the following result:

<i>A's</i>	<i>B's</i>	<i>C's</i>	<i>D's</i>	<i>F's</i>
11	32	59	5	1

How does this picture compare with the normal curve? Here is the normal frequency curve based upon these percentages:

<i>A's</i>	<i>B's</i>	<i>C's</i>	<i>D's</i>	<i>F's</i>
5%	20%	50%	20%	5%

If these percentages in this normal curve were applied to the 108 grades, she would have a distribution as follows:

<i>A's</i>	<i>B's</i>	<i>C's</i>	<i>D's</i>	<i>F's</i>
5	22	54	22	5

If one were to look at the actual distribution of the grades, he would see that she gave eleven A's, or 10 per cent; thirty-two B's, or almost 30 per cent; fifty-nine C's, or 55 per cent; five D's, or 5 per cent; and one F, or less than 1 per cent. In other words, her grading was skewed to the left and was higher than the normal curve. The distribution of her grades will give a picture of the entire grading, and in this case indicates either that she has a tendency to grade a bit high or she has a group of students who are doing from 5 per cent to 15 per cent better work than one would have a right to expect.

This is one of the legitimate uses of the normal curve of distribution, and may serve a teacher very well in showing how she is grading compared with the normal curve. If she were an academy or college teacher, with fifty to one hundred students in four or five classes, she would have a total of many more grades than 108 at the end of a school period or semester; hence the results of the distribution would be truer than with a smaller number of cases or grades.

In conclusion, it may be said that the chief use of the "curve" in grading is to see the picture of one's grades by distributing them on a frequency curve and then noting how the results compare with the normal. In this way the teacher can see whether she has a tendency to grade too high or too low. For most teachers who have fewer than a hundred students in a class, the use of the "curve" in assigning grades is indefensible and marks them as among those who are said to know too many things that are not true.

<sup>1</sup>I. N. Madsen, *Educational Measurements in the Elementary School* (New York: World Book Company, 1930), p. 43.



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# The Cultural Value of Music

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**C**ULTURE implies growth; when applied to humanity it includes spiritual, mental, and physical development. Culture, then, is a very comprehensive term. That music is generally recognized as a cultural force, does not bar cultural benefits from other studies. Music has no corner on cultural advantages. Taken as a whole, or as a single food in which are found a greater variety of fundamental elements necessary to normal growth, music ranks very high.

Music makes a valuable contribution to the individual in supplying an emotional outlet which purifies and raises these surgings to levels of spiritual importance. What is a human being without emotion? Can you imagine such a condition? There are those who wish that every bit of emotion were drained from religion. They think the appearance of emotion is a mild form of hysteria. There are others, not of this classic type, who dip religion in emotionalism, and unless it emerges dripping with tears or shaking with laughter, feel that nothing genuine has been accomplished. Man without emotion is a lump of clay—a dry bone. Humanity is a shore line upon which the waves of emotion constantly play, some of which are large, while others are mere ripples. The heart is a harp of a thousand strings from which emotion excites delicate, happy, solemn, sad, or ponderous music.

Music is a builder of elevated emotion. It thrills the soul, and the eye of faith peeks through the pearly gates and beholds the angels in choral formation. As the listener seems to hear them raise their voices in praise, he is made to long for a place within the gates of the city

called Beautiful, where the ear will be filled with delightful sound, and where the eye will be greeted with beautiful scenes. Music is purity on parade; it is loveliness on the march; it is truth in stately movement; it is beauty unfolding. The characteristics of pure religion and undefiled are those of music, the art of arts.

A subject who feeds upon inspiration, whose body is built through lofty, elevated thought, and whose mouth speaks messages of hope, courage, and purity, must of necessity be classed as highly cultural. David's vital contact with God melted the treasures of snowy inspiration that lay locked in the mountains of noble intentions and lofty purpose, and they descended in cooling streams of fresh songs that widened as they flowed and slaked the thirst of multitudes of worshipers from then till now. The Psalms became the flint from which the churches of Christendom—though widely differing in their beliefs—have struck the fire of inspiration for their hymns.

The word "culture" is generally very much misunderstood. Something ornamental or decorative is usually attached to its meaning. Music is frequently considered a pleasant pastime, an interesting, fascinating "parlor trick"—much like a performance in sleight of hand—a thing which cannot attract much esteem as an educational force.

The cultural side of one's experience is greatly affected by the study of the Bible because one is brought into contact with the thoughts of God and holy, inspired men. These thoughts are an expression of character, which character



one is gradually brought to emulate as he ponders these heavenly expressions. The noblest, grandest human thought lifts him to higher planes of living. He is sitting with great men, partaking of their inspiration, and absorbing the best in their characters.

Knowledge is the medium through which schools attempt to convey culture—if teachers really think beyond the accumulation of facts. Students learn about the Renaissance or other facts of history. They “learn about, rather than inherit.” They need to catch the *spirit* of the Reformation to assimilate the genuine educational benefits from the study of that period. Knowledge is too frequently presented in capsule form—hard to swallow and as tasteless as paper or cardboard. The student is told that it will do him good; so he takes his medicine reluctantly—to say it politely.

Music is a throbbing, living thing. It contains the element of time; it must be experienced—not only knowing, but doing is the finest and most effective combination of real educative value. The general plan of education does not sufficiently recognize the union of the knowing and the doing. Knowledge for its own sake should not be understood to be the medium of education.

Think of music in its relation to other things as the clouds in relation to the earth. They float by in all their beauty; but they also drop rain which makes the dry stem bud and blossom. Life would have more bloom, more fragrance, more fruit, if wider use were made of music.

There may be a wide gap between mental growth and learning. True, there can be no mental growth without learning; but may there not be much learning with but a negligible amount of mental growth? If what one learns does not change him, if he is not different from what he was before the thing was learned, then the process of education has not functioned.

Much of what is called education is based upon memory work. He who memorizes easily will likely stand high in school studies, but in really becoming educated—developing within himself a power to analyze and think for himself—he may drop far below the level expected of him as indicated by his grades. Canada may be known for its great wheat fields, but it is not successful in corn production—the two grains needing different climatic conditions. The school puts corn students, wheat students, yes, and “cabbage heads” into the same field. The wheaties are graded “A,” the cornies are graded “C,” and the cabbage heads are “F’s.” There are too many testimonies of successful failures to doubt this.

Nor is music the magic potion which cures all ills. It may fail miserably; yet it does present greater opportunities than do many other subjects which are sitting in the inner circle. It lends itself more readily to conditions of mental growth. It requires both knowing and doing. The doing is the assimilating process of the knowing. Action is no small part of music. It presents a constant challenge to perform to the level of one’s knowledge. This challenge is all-essential to mental growth. Modern endeavor runs to the presentation of challenges as of definite educative value.

Culture is not a suit of behavior which can be donned and doffed; it springs from within—deeper than mind. It includes not only learning, but Christian behavior. Culture is the living room in the house of personality. It is not alone a state of mind; it is a condition of heart. Genuine culture is warm with sincerity.

Music is rich in human values. It provides a lovely avenue for self-expression. It stresses the creative element and leads the student on and on toward a higher degree of artistic attainment. It is a mountain road that winds up and up, presenting a more glorious view with

*Please turn to page 30*



## THE SCHOOLS IN TIMES OF CRISIS

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WHEN a family or a society is under financial, economic, or time pressure, it begins to make study to see what part of its normal program can be omitted. Too many times in the past the ax has fallen on that part that has to do with the education of the children. Such a program is indeed a shortsighted one, and one that cannot be defended by any who have a broad outlook upon the place which the children and youth are to occupy in the future. No doubt labor will be scarce and wages high, and there will be much demand for anyone who has the ability to contribute even in a small way to a work program.

In a time of crisis there are always increased needs for values outside the economic field. Among these values are those that come to the children and youth through the school. Many times in the past, when the crisis ended there was much to deplore. In such hours as these it is not always easy to conserve these unseen and most important values. The aesthetic, the cultural, the religious, values—all of those things that go to make up the real character of the man—are among the most important phases of life. Many needs that are stressed today cannot be minimized, but they should not cause to be overlooked other essential needs that will have even a greater influence on the tomorrow.

Christian education is the bulwark of the church. It is the hope of the future of this people. It is the stimulating influence in the church to "keep on keeping on."

Christian education as promoted by the Spirit of God will keep decay out of the church, provide the motivation for the forward march, and lay the foundation necessary for future workers who may help in completing the work of God in the world.

Instruction has been given in language most emphatic in regard to the urgency of the educational work, that nothing is more important. As parents and church members contemplate these truths, it would appear that in this crisis hour, plans would be made to bring about the realization of this important experience for all the children and youth.

It has been very interesting and inspiring to see the results that have come to some families and churches that have made great sacrifices to make Christian education possible. This has been noted especially in crisis hours of the past. The dividends that have been received for such sacrifice have been ample and lasting. They will not be known or fully realized on this earth, but they are of sufficient magnitude to bring abundant joy and satisfaction to those who made the sacrifice.

It has been equally depressing to observe others who have not sensed their responsibility and who have been willing to follow the lines of least resistance. When things turned difficult, they gave up the battle for Christian education.

In such times as these it is easy to overlook some of the more important things simply because their effect seems to be in the distance or separated from the immediate need. There is no doubt that in the present situation particular attention must be given to some special things, and a greater emphasis placed on some others than has been placed on them in the past; yet on the other hand the great objectives and principles remain the same and are to remain as the chief purpose of education.

One leading educational journal suggests editorially this slogan: *Next to food—SCHOOL!*

H. M.



## FIRST THINGS FIRST

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THE future of society will be determined by the youth of today."—*Counsels to Teachers*, 47.

"A higher grade of preparation is required in order to do good service for the Master."—*Testimonies*, V, 529.

"The development of all our powers is the first duty we owe to God and to our fellow men."—*Christ's Object Lessons*, 329.

"The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others."—*Christ's Object Lessons*, 333.

"Let the youth advance as fast and as far as they can in the acquisition of knowledge. Let their field of study be as broad as their powers can compass."—*Ministry of Healing*, 402.

"That unnecessary garment you are making, that extra dish you think you will prepare—let it be neglected rather than the education of your children."—*Counsels to Teachers*, 129.

"Those who do not obtain the right kind of education before they enter upon God's work, are not competent to accept this holy trust, and to carry forward the work of reformation."—*Testimonies*, V, 584.

"Each student should feel that, under God, he is to have special training, individual culture; and he should realize that the Lord requires of him to make all of himself that he possibly can."—*Fundamentals of Christian Education*, 373.

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

"With the great work before us of enlightening the world, we who believe the truth should feel the necessity of thorough education in the practical branches of knowledge, and especially our need of an education in the truths of the Scriptures."—*Fundamentals of Christian Education*, 202.

"It is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing."—*Testimonies*, VI, 126.

"Everyone who has espoused the cause of Christ, who has offered himself as a soldier in the Lord's army, should place himself where he may have faithful drill."—*Fundamentals of Christian Education*, 217.

"He who strives to obtain knowledge in order that he may labor for the ignorant and perishing, is acting his part in fulfilling God's great purpose for mankind."—*Counsels to Teachers*, 545.

"The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us."—*Counsels to Teachers*, 167.

"It is a duty to cultivate and to exercise every power that will render us more efficient workers for God."—*Ministry of Healing*, 398.

"Nothing is of greater importance than the education of our children and young people."—*Counsels to Teachers*, 165.

"The education given to the young molds the whole social fabric."—*Testimonies*, VI, 150.

"As long as time shall last, we shall have need of schools."—*Counsels to Teachers*, 417.



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## Practical Projects in Integration\*—I

**I**NTEGRATION is a term so widely used today in educational circles that it has practically lost a definite meaning. In its mildest form it may include the occasional reference to other fields of learning without the special planning of the teachers in both fields or even of the one using it. This type of correlation has always been used by the wideawake instructor.

In its widest application, integration becomes fusion, in which courses, as such, cease to be, and the entire field of knowledge is fused or integrated by means of certain activities. The first has always been practiced; the second is an extreme to which not all can subscribe. An example will make the meaning clear. In a certain school courses in Old Testament history and ancient history had been integrated. A student who had been a member of the class insisted that he had had no Bible instruction. Questioning revealed that some references had been made to the Bible, but the fusion had been so complete that the student failed to realize that he was being taught any Bible. A student studying Bible should recognize that he is doing just that. On the other hand, there is definite need for students to get away from the idea that education consists of a number of subject compartments, no one of which has any relation to any other.

A project is a purposeful activity. Never should a project be engaged in merely as "busy work." There must be specific objectives; profitable outcomes must be sought. A project that is teacher-announced, teacher-planned, and teacher-worked will have little or no interest for pupils—and rightly so. It may be teacher-suggested, but the students should have a prominent part in making the plans. If the students do not accept with some degree of enthusiasm the project suggested, drop it at once. Never force anything of

this sort on the pupils. And now, suggestions for correlation and co-operation:

1. The English department and others may agree upon a form for all written work done in the school; that is, upon the minimum essentials to be required.

2. Deficiencies in written work in other classes may be reported to the English department.

3. Papers from other departments may be handed to the English teacher for correction in mechanics.

4. Each teacher may give a suggestive grade in English as well as in his own subject matter, these to be considered by the English teacher in making out his final grade.

5. All teachers may agree upon a plan of attack upon common errors.

6. Each department may contribute to a list of suggested books for outside reading.

7. Term papers written in other subjects may be accepted as term papers in English, the English teacher being given a duplicate copy.

8. If the other teachers do not assign term papers, the English teacher may suggest topics related to other courses for use in writing research papers.

9. The English teacher, being concerned with vocabulary growth, may secure lists of words from other teachers, show an interest in these, and give credit for them.

10. Since spelling is a part of knowledge and skill, all teachers should be on the lookout for misspelled words in all work, particularly for words frequently misspelled.

11. Definitions play an important part in every class, especially in science. The English teacher should teach the pupils the way to give an acceptable definition, and every teacher should insist upon clear definitions in his own field.

Until bad habits of speech have been sufficiently broken to ensure correct expression in other classes, teachers have not really accomplished what they should.

\*Presented to the Committee on the Study of the Secondary School Curriculum, Battle Creek, Michigan, October 30, 1941.



Pupils may be told that their bad habits are being reported. This need not be treated as anything secretive or furtive, any more than the reporting of bad symptoms to a doctor. Here again co-operation between teachers will pay large dividends. Physical education and health departments may help by insisting on correct poise and by aiding in overcoming what might prove a hindrance in enunciation. If the teacher of home economics or social studies discovers that the English teacher is making use of the facts the former is teaching, he will be more interested in correcting faulty English used in his classes.

Conversation is an important item in the training given by the teacher of English. What better material can be found than that which comes from other classes? Celebration of special days by programs in the English class should take in heroes from many walks of life. Perhaps two classes could join in preparing the program. Surely drill in public speaking would be just as effective if the material came from the biology class and showed the deeds of some eminent biologist.

A club can be organized which will function in succeeding weeks as a nature club, a science club, a hobby club, a bird club, a literary club, or a vocational club, the program varying according to the nature of the club for the current week. Parliamentary practice can be taught in such an activity—and no one need listen to a Sabbath school election or to a business meeting of almost any sort to be convinced of the need of this.

Panel discussions are very popular these days. Subjects from other classes make good material for a panel organized by the English teacher, perhaps in co-operation with another teacher. Ballads studied in English classes may be sung by classes in music. The writing of interesting secretary's reports may be taught by reporting actual Sabbath school or Missionary Volunteer meetings. These should be varied, but not fantastic.

An interesting project between the art class and the ninth-grade English class might consist of the preparation of booklets, illustrated by original drawings in wa-

ter colors or of pictures selected to depict the story told. The pages should be separated by one-inch strips of cardboard to prevent bulging of the cover as the pictures are pasted in. The stories could develop the imagination of the writer by representing the Indian<sup>1</sup> on the nickel or the eagle on the quarter or half dollar as telling some story from American history in which it has figured. The booklets may be made as gifts for a children's ward in a hospital or for an orphans' home. This will motivate more interest.

Perhaps the classes in agriculture and English could agree upon some problem of conservation. For instance, the topic of soil erosion and means for its prevention can be made intensely interesting and practical by means of talks, films, original drawings, and materials gleaned from reading.

There is much of common interest between a foreign language and English. This year in the E. M. C. Academy a plan is being prepared whereby the class in French I will present a program to the class in English II. The classes come at the same hour. They will endeavor to enlist the interest of the prospective students of French for the coming year and to emphasize the importance of laying a solid foundation of English grammar as an important preparation for the foreign-language class. In this they will get practice in speech, in social graces for the entertainment of the other class, and will, if successful, inspire the class in English to make the most of their opportunities.

The classes in home economics and English could join in a banquet—the food might be limited in variety—at which after-dinner speeches and toasts would be given. It requires some degree of social poise to be a good toastmaster. The banquet might commemorate a special occasion around which the talks would center, or it might represent a crafts meeting, at which the talks would center around various crafts. The duties of the host and hostess could be taught, home and table decorations, the proper method of placing a chair

<sup>1</sup>Much interesting material on Indian life can be secured free from the Bureau of Indian Affairs, Department of the Interior, Washington, D. C. This must be secured by the teacher.



for a lady, the proper way of laying a table and of serving the guests. Surely this would be educating for life situations.

In the *School Arts* magazine for September, 1939, and June, 1940, are good suggestions for co-operation between the art and the woodworking classes. For instance, there is described the making of a carved chest, an enterprise which requires few tools, and yet teaches beauty in design, not only of the chest, but also of the carving. The best type of wood and the manner of finishing are made plain.

Vocational units are practical in these days of vocational guidance. These can be given in English classes. Objectives are: finding which vocations are needed in the world, what are the necessary qualifications, how one may analyze his own adaptability for any given vocation, the way to conduct an interview with men already successful, the means of getting and holding a job, and the knowledge of men who have made significant contributions in the work being investigated. The work can be arranged in booklets, illustrated by pictures, cut out or original. If carefully planned, this project may assist a student in determining his future occupation. Another problem to be considered is whether the vocation can be entered into without religious compromise, and what the possibilities are for missionary work if one engages in this particular occupation. This ties the work up with the spiritual life of the pupil—a most desirable outcome.

A class in English IV can enter into activity with the same group in American history. If in English they are studying something of journalism, an American newspaper as it would have been done in some period of American history can be arranged with its feature story, its poetry, its column of special interest, its news, and pictures done with the help of the art class. Perhaps Rip Van Winkle has just returned to his village, or George Washington has just moved into his home at Mount Vernon. If the period chosen were one significant in denominational growth, perhaps the paper could include a sermon written by a member of the class in Bible doctrines.

If the students in English IV are also en-

rolled in chemistry, there is a wealth of subjects suitable for investigation—subjects of human interest not treated in the ordinary class in chemistry.

A project on how Canada deals with her crime problem can be made interesting, two good books being *Arctic Patrols* and *Scarlet Riders*. Perhaps the class is studying the Negro problem. A sympathetic study of literature written by Negro authors would help, also the biographies of Negroes who have made significant contributions to national life.

Another project is a co-operative piece of work among the students of Hebrew history, world history, and English II. Some of the objectives are to learn to use the library for the purpose of research, to make an outline for a long talk or paper, and to realize that the nations mentioned in the Bible are the same peoples talked about in history. The English teacher will present the methods of work; the Bible and history teachers, with the aid of the students, will make a list of topics. At once many topics of interest will suggest themselves if the subject is Egypt, as has been suggested. The Bible and history teachers will work in the library with the students in the gathering of material, and the English teacher will assist in organizing the material into the finished product. The best will likely be given as a chapel program. The chairman will be a student, who will thereby learn to introduce speakers gracefully. Students will also learn platform manners and will have an audience situation not possible in the ordinary class. Students react well to this sort of activity.

In a particular class there were only A's and D's. The much-talked-of bell-shaped curve in that class was lacking, or at least it was sadly warped. When it came time for the grammar review, three pupils had no need of that; others must have it. What should be done? It was suggested that, if they wished, the three might go to the library, select a subject, and prepare a talk of some length to be given to the rest when the grammar review was over. They agreed to the plan, and after about two days of investigation they reported their subjects



as the stratosphere, music, and international dolls.

The boy who chose the stratosphere as his topic was told that if he wished he might represent himself as a member of the expedition, and talk in the first person. He did. On the day of his talk many visitors were present. He was introduced by the teacher as Doctor Blank, an authority on his subject, just as if he had been a lyceum lecturer. For forty minutes he held his audience spellbound, then said that if the audience had any questions, he would be happy to answer them. One of the boys tried to trap him by asking what he did when an emergency he had described arose. Quick as a flash he answered the question, and one listening to the lecture and hearing his answers to questions would have concluded that he had actually been a member of the party.

The second student illustrated, by a phonograph, the difference between good and bad music, taking thirty minutes for her presentation. The third spent twenty minutes on her topic. They had learned much of their subjects, and they made a fine presentation of their material, and inspired others to go and do likewise. For instance, the poorest member of the class asked whether he might prepare and give a talk on printing—the one subject in which he was interested. Approval was granted. He went to the College Press,

borrowed charts, and gave a very acceptable talk on the history of printing.

This was not a project between departments, but it took care of a situation that is not unusual, and gave these students profitable activity instead of boresome review.

A class in English III could work out a project in connection with denominational history, credit being given in both classes for some topic such as "Denominational Firsts." This could include an investigation of the first school, the first health institution, the first publishing work, the first foreign missionary, the first Bible worker, the first evangelists, and many more. This would lead to files of the *Review and Herald*, books other than the text on denominational history, biography of early workers, *General Conference Bulletins*, and other source material. Interviews could be held with older members living near the school, and perhaps material for a display could be borrowed. Reading of the sacrifices made and the hardships endured in the early days would lead to a desire to finish what these had so nobly begun, and might make these young people ready to work for other ends than salary—an outcome greatly to be desired in these days.

LEONA S. BURMAN,  
*Principal, Emmanuel Missionary  
College Academy.*



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## Oakwood Through the Years

**S**HOULD one peruse the pages of the Oakwood annual catalogue, he would find the following words on page six: "Oakwood Junior College is operated by the Educational Department of the General Conference of Seventh-day Adventists. Its purpose is to supply the millions of colored people of this country with gospel workers." Many have completed all the work given in the institution, while others have attended for only a short while. Nevertheless, they are products of this school.

The school is located in the northern part of the State of Alabama, five miles northwest of the city of Huntsville. This section of Alabama is eleven hundred feet above sea level. Eight miles away is beautiful Monte Sano.

After a thorough investigation had been made in this section of the South, the present site was chosen in 1896 by Elders O. A. Olsen and G. A. Irwin, acting for the General Conference. From 1896 to 1917, the school was generally known as the Oakwood Manual Training School. On January 11, 1917, the school board voted to change the name to Oakwood Junior College and to give fourteenth-grade work.

Some of the early graduates from the institution are filling responsible positions today. Among these are Mrs. Julia Baugh Pearson, principal of the Shiloh Academy in Chicago, Illinois, and R. E. Loudon, who is working in the Southwestern Union.

From 1924 to 1941, Oakwood has graduated 101 young men and 157 young women who are serving the Master from coast to coast, from north to south. Some former students have served in foreign fields: B. W. Abney, Henry T. Saulter, and others.

The graduates of 1924 are located as follows: I. H. Christian, principal of the Union Academy in Washington, D. C., and O. B. Edwards, head of the music department of Oakwood Junior College.

Class of 1925: H. T. Palmer, located in Philadelphia, Pennsylvania.

Class of 1926: Eric S. Dillett, in the Missouri Conference; C. E. Moseley, Bible instructor of Oakwood Junior College.

Class of 1927: Otis Trotter, a worker in the Southwestern Union; Harvey Kibble, in the New Jersey Conference; Harry Singleton, secretary of the Negro department in the Carolina Conference.

Class of 1931: Monroe Burgess, located in Virginia; Lawrence Fletcher, Emmanuel Missionary College; T. T. Frazier, treasurer of Oakwood Junior College.

Class of 1933: L. S. Follette, employed by the Florida Conference; F. B. Slater, pastor of church in Philadelphia; H. Murphy, a worker in Staunton and Danville, Virginia; J. H. Williams, a leader in Louisiana.

Class of 1936: Allen Humphrey, laboring in Omaha, Nebraska; W. S. Lee, in the Florida Conference; L. B. Reynolds, employed by the Missouri Conference; William Robinson, a worker in the Ohio Conference; John F. Street, in the Alabama-Mississippi Conference; C. E. Galley, head of the commercial department of Oakwood Junior College; E. U. Carter, dairy and mechanical department head at Oakwood Junior College.

Class of 1937: Fred Crowe, pastor in South Bend, Indiana.

Class of 1938: D. L. Crosby, farm department head, Oakwood Junior College; Miss Marian Gresham, matron, Oakwood Junior College; Mrs. A. Ebron Galley, a teacher in the elementary department, Oakwood Junior College; A. R. Carethers, a worker in the Texas Conference; John S. Green, principal of the junior academy in Pittsburgh, Pennsylvania; Phillip Morgan, pastor of church in Knoxville, Tennessee; Clarence T. Richards, pastor of Evanston church in Illinois and an assistant in Shiloh; Albert Thompson, a pastor in West Virginia.

The new administration building was

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## Discipline—Cause or Effect

THE word "discipline" too often connotes a mere corrective treatment or punishment for misbehavior. True discipline, be it found in the one-room day school or in the many departments of the boarding school and university, is the tone of an institution, those qualities found in the very atmosphere surrounding it. From the obedience given the instructor in the classroom to the loyalty shown the nation's flag, from the zest with which the school song is sung to the care of the rest rooms, the pervading character of a school's discipline is easily discernible. Intelligent obedience is the very heart of real discipline. Naturally, the fundamentals of discipline are taught and practiced before the child enters the schoolroom. The home environment has much to answer for as regards the disciplinary mold. However, fortunately for the average child, habits and attitudes can be remolded and changed to conform with needs by proper encouragement.

Before the child is old enough to reason, he may be taught to obey. One educator has summarized the problem as follows: "The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control."<sup>1</sup> Most administrators agree that there is a vast difference between self-government and so-called student government. The often-quoted statement, "Chain up a child and away he shall go," emphasizes the fact that it is the direction of the child's development toward self-control which exemplifies the permanently successful type of discipline. Too much curbing or direction of activity may be as bad as too little. A worth-while goal for any teacher may be to make himself unnecessary as soon as possible—presupposing that his teaching has resulted in assisting the pupil to think and act for himself toward accepted and worth-while objectives.

<sup>1</sup>Ellen G. White, *Education*, p. 287.

The director of the school health-service program of Nashville, Tennessee, made the following statement in a letter sent to parents before the new school term had begun: "I am sure you are guiding him to rely on himself as much as possible. Though you will continue to do many things for him, you will begin to withdraw your protection, and he will assume more and more responsibility for his actions. He can learn only by doing. Although he will make many mistakes, this is necessary if he is to become a self-reliant individual."

It is far better to request than to command, and rules should be few and well enforced. Exceptions to advertised regulations are dangerous. To whatever is found impossible to change, the young person learns to adapt himself. Even occasional exceptions, indulgences, or compromises open the avenue to and usually result in restlessness, criticism, and perhaps, eventually, insubordination. Discipline is that which, like the air, surrounds everything and determines the degree of obedience, loyalty, and cleanliness, as well as the general tone of the institution. An able administrator has said, "You cannot antagonize and convince at the same time." The teacher who believes and practices this principle is spared much, and accomplishes more. The present world needs more true discipline of a type that exemplifies reproof without censure, obedience guided by reason, and self-control strengthened by a sense of honor.

The Master Teacher of Galilee demonstrated the wonderful disciplinary power of silence, and likewise left the record of His own successful guide and standard in Matthew 7:12: "Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets."

KENNETH A. WRIGHT,  
*Principal, Forest Lake Academy.*



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## Have You Read?

THERE is perhaps no subject that is motivated more during a war crisis than that of physical fitness. An article entitled "The Fundamentals of a Program for Health, Physical Education, and Recreation," by Clifford Lee Brownell, in the *Bulletin of the National Association of Secondary-School Principals* for October, 1941, places renewed emphasis upon the health program. It stresses the need of each school unit's having its own plans and objectives. It calls attention to the fact that vigilance in regard to health was relaxed as the years dimmed the remembrance of the first World War needs. It states that several colleges have extended their program of health and physical education to include a requirement that all students devote at least one hour each day, four days a week, to body building and conditioning activities.

Another article in this same journal, "The Administration of a Worth-While Program of Health, Physical Education, and Recreation," also places emphasis upon the need of each school's having its individual program according to its specific needs. It suggests that the school administrator has the same responsibility in looking after the care of the health of the teacher as the teacher should have in looking after the health of the pupil.

Surely Seventh-day Adventist schools should lead in health and physical education programs and should not have to wait for a war motivation.

"Does modern society deprive children of needed responsibilities and a needed sense of being socially useful? Has modern education overemphasized pupil interest at the expense of society's needs?" Franklin C. Chillrud gives his reasons for so believing in the article "Is Our Elementary Education Too Soft?" in *Social Education*, October, 1941.

The first factor noted is the diminishing amount of guidance and direction given

the child in the home. The second is the absence of socially useful work in the lives of an increasing number of children. "Such work, common to practically everyone as a natural part of the process of growing up in a simpler society, has educational significance which can hardly be overestimated, and its relative absence today must be considered as one of the most basic facts in any view of education."

The school must compensate as best it can for these two lacks. This, Mr. Chillrud feels, the modern Progressive emphasis fails to do. By confusing the distinction between work and play, elementary education is tending to abolish the concept of work.

"According to the present analysis," he concludes, "there seems to be ample justification for the criticism that elementary education is too soft."

THE title "Professors Should Work" will find a responsive chord in the hearts of those who recall days when it seemed to them that all Teacher had to do was to hold the book and ask the questions.

"The principal reason for going to college," says Kirk H. Porter, in his article in the October, 1941, issue of the *Bulletin of the American Association of University Professors*, "is to get something from professors. If this were not so, young people might well stay at home and study by themselves." "Time spent in contact with professors is the unique contribution to the educational process which the college has to offer, and it is the one thing of which there is for the student a definitely limited supply."

The function of the professor, as conceived by Mr. Porter, is to put dynamic action into the educative process. Facts may be obtained from books, and it is taken for granted that the student will read them, but "if a subject can be learned adequately from books, why have a professor?" The professor must have something to contrib-



ute, and if he does, he should not minimize the value of class attendance. "The professor who does not insist that it is important to come to his class is abdicating." After all, the student will live the rest of his life surrounded by books, but he has only a very few years of contact with his professors.

The teacher needs the parent, the parent needs the teacher, and the school needs the parent. So says Dorothy M. Baruch in "Parents and Teachers Work Together," *Journal of the National Education Association*, December, 1941.

The teacher cannot know a child without knowing his parents. Family background often helps to explain some of the traits which have caused disturbance at school. "When we see *why* a child is as he is, when we glimpse what he has gone through, then we no longer grow angry at him. We are *with* him, instead, in the feelings we have concerning him."

From the parents' viewpoint, "the present world is no easy one in which to bring up children." Parents are beset by contradictory advice on all sides. When the child develops annoying traits, the parents are likely to think they have failed. Through contact with the school, however, "they frequently begin to realize that some of the behavior that has distressed them is common to many children." They may relax some of their pressure toward "perfect" behavior.

Observation by the parents is an important means of contact. This is sometimes omitted on the grounds that it will disturb the children, when the truth is that it is the teachers who are disturbed for fear

they will not show up to good advantage. But parents who are acquainted with the school, through observation and participation in school activities, are actually its best friends. The school needs their support.

Classroom supervision in junior colleges is largely remedial rather than preventive, if returns received from fifty-six deans are typical of procedures followed.

Thomas W. Simons, in the *Junior College Journal* for December, 1941, summarizes the results of a questionnaire sent to 202 presidents or deans of junior colleges in 34 States, 132 to public and 70 to private schools, distributed as to size. One hundred twenty-one administrators in 29 States replied, not all answering the questionnaire completely.

One question was, "How much supervision is forced upon the administration by agencies outside the junior college?" Of the 56 deans who made returns, 36 per cent visited classes to correct complaints of accrediting agencies, 35 per cent to investigate complaints from students, and 28 per cent as a result of parents' complaints. "Only one per cent utilized such supervision to forestall any of these complaints."

About a third of the deans who replied to the questionnaire entered classes with no definite plan of procedure to be followed while in the classroom. Forty-eight deans made "only mental notations" of observations. Fifty-two made conferences with teachers optional; eight required a conference after each visit, while five required no conferences. If this is a true picture of the importance of supervision, Mr. Simons thinks it not out of place to ask, "Then why any classroom supervision?"



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## Diary of a Secondary-School Teacher

*Sunday, October 5.* Ten P. M., and bed-time. With conferences scheduled for every minute of tomorrow afternoon, and Tuesday, too, I need just eight more hours in this day in order to feel that I have the week in hand. This afternoon I have read and reread the five or six most important compositions of each of fifteen students, trying to analyze the needs of each writer and to formulate a prescription to cure at least one ill for each. I managed to write up the faculty minutes, too. I hope I shan't get behind again. Lesson plans are in order in my notebook—but not for many days ahead.

*Sunday again, October 12,* and a rainy one. Having sat by the fireplace all forenoon with a heating compress over my voice box and a glass of hot lemonade in one hand, nursing every wee croak and assuring myself that I'll be able to talk aloud by tomorrow, I forgo a school social—a hayride, and supper at the lake.

*Wednesday, October 15.* Grades for the first period just went to the office. I definitely do not like to make out grades. My habit of sleeping at least one night over each set of grades has proved to be a good one. I'm saner next morning. What shocks there will be for the two or three students who have not yet heard the bell ring! I returned each examination paper for the English II class by way of private conference. In most cases there were "great resolves of heart;" but I worry a bit over Fred, who insists that there is nothing worth while to learn anyway, and he therefore doesn't care. I noticed I pricked him, though, when I told him that these are progress grades, and that he has an opportunity to raise his grades before permanent records are made. His is another case of big talk to cover dissatisfaction and disappointment.

*Saturday evening, October 25.* What gross neglect! A whole week with no record. Tonight our faculty met at the principal's home for potluck supper and good talk.

*Tuesday, October 28.* A good day. I had hardly swallowed the last bite of my dill pickle this noon when Joy came in for help on verbs. It is fun to help somebody who really wants to learn.

I am enjoying supervising the ninety-two study period for ninth graders. They get down to business promptly.

I promised to help the principal select library books some afternoon soon.

*Wednesday, October 29.* And now I have become a— Well, anyhow I had to conduct supervised study yesterday afternoon and today for the few who can't behave in the library. Since there were no interruptions and only the faintest whisperings now and then, I accomplished a good deal more than I do when my time is supposedly all my own. I've decided that supervised study is very good for me.

*Monday again, November 3.* Of all the days in the week, Monday is the worst, for then come all the extras, such as faculty meeting, group meetings, and work on the paper. It rains, too—mud on heels, chunks of mud on the stairs, umbrellas weeping in every corner, and windows tall and naked with their blinds hoisted to the top notch to let in more light. The wet patch on the south wall grows hourly. It doesn't *sound* pretty, but it isn't too bad, because a rainy day always brings some unexpected mischief to make life interesting. Besides that, Tommy had his hair combed today—a fine, straight part with the deep black pile smoothed neatly back on each side.

*Tuesday, November 4.* Spent a large part of the afternoon in the library helping to select books which we should like to take to our own library when we move into our new building some sweet day. Then there will be a classroom with blackboard enough to accommodate a whole class at once, and a bulletin board that isn't an afterthought. I'm dreaming nights about the compositions we can write on the board, the diagrams, the punctuation exercises. Less yellow paper and less red pencil for a change.



*Monday, November 10.* The English III assembly program given this morning was a success. We have worked hard for more than a week, legitimately using our class periods for practice on the talks. Every member of the class had a part on the program. A verse choir of seven girls gave "The Flag Goes By!" while a fan fluttered our big silk flag. The girls wore blue skirts, white blouses, and red jackets. The class spirit was excellent; I have never seen a group work better. Their program was most appropriate for this particular Armistice Day.

This evening's faculty meeting lasted until ten o'clock. Lesson plans came after that. If I were a little more glib, I suppose I'd go to bed and trust to luck for tomorrow. I'm glad I finished so many odds and ends this afternoon. I spent a good two hours helping the editor write up the week's news. It seemed to be up to us if anything got into the paper.

*Friday, November 21.* Second-period grades have gone in. They are noticeably better than those for the first period. I've been going over my record book and jotting down names and grades to discuss at our next faculty meeting. Ann has very nearly reached the limit of absences. Strange how easily some people become ill! A scheduled examination is sure to send them straight to bed. And John, that rascal, has been working on some project at the machine shop when he should have been in class. I foresee a long meeting; but it's helpful to learn how these problem children are getting along in other classes.

*Tuesday, November 25.* While I ate my lunch I laid out the work for the two girls who will help me this afternoon. There are stacks of papers to correct, and for some I had to make keys. We have just finished a unit of work on business letters in English II. Each member of the class chose some business to represent, and designed his own letterhead. There are several beauties. And the composition is in most cases unusually good. It would be hard to find a more tactfully worded adjustment letter than the one George wrote. I shall check the content of all the letters, and Margaret will check the form. In that

way we can correct the seven sets quite efficiently. Some must be rewritten.

*Wednesday, November 26.* I had a special session for some backward boys today. They find it hard to admit in class that they don't understand. I thought that if I got them by themselves many misunderstandings would be admitted and cleared up. We diagrammed sentences. I had to pick out about fifth-grade sentences for Henry—and he is in the tenth grade. Sometimes I think I'd gladly trade him "sight unseen" for anybody else from anywhere. He never does anything. He is merely for looks. Somebody wrote a poem once about teaching a peak of the Andes. I'm like that person, whoever he was. I don't *want* to teach a peak of the Andes.

*Thursday, December 18.* It's getting along toward Christmas. We started the *Christmas Carol* in English III this morning. It wouldn't be Christmas if we couldn't leave for vacation with Tiny Tim's words ringing in our ears. Some people, unfortunately, haven't a speck of make believe in them. That's the result of this too-materialistic age in which we live.

I'm almost snowed under with papers again. They are all stacked on the work table waiting for another afternoon when the girls will come to help. We are determined that they shall be corrected before vacation, for who wants to spend part of his holiday correcting compositions?

*Tuesday noon, December 22.* The last one's gone. I'm glad it's a sunny day for the sake of those who are traveling. With our blackouts, night travel can be uncertain. I see that the bulletin board carries a notice concerning air raids. In case of alarm we are to dismiss our classes at once and see that the students go in orderly fashion to the near-by woods. We are to scatter, too, not remain in groups.

I think that by dint of hard work I can shut up shop by dark.

Later: There; I made it. Grades are recorded, and everything is shipshape. Now I'll make the rounds as Scrooge did. Windows all locked, steam turned off, shades down because the janitor wants them that

*Please turn to page 30*



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## Anything but a Teacher

AS a project in a high-school class the members were asked to interview various business and professional men in the community. The value of such contacts can readily be seen when one takes into account the fact that the students of today are confronted with the problem of choosing a lifework, just as their parents were a mere fifteen or twenty years ago.

In an interview with the superintendent of schools, a student asked a very sensible question, "Why is it that almost every high-school student says, 'I'd be anything but a schoolteacher?'"

The superintendent answered that such an attitude was undoubtedly developed because a student knows so much about a teacher through the many and varied contacts that necessarily come about in the classroom and in the teacher-pupil relationship.

A student knows the work of a teacher quite intimately. He sees that teacher under almost every kind of situation. Every mood, every characteristic, every peculiarity of mannerism, dress, speech, or personality is observed. The teacher's reasoning, his fairness in analyzing a situation, his attitude in settling questions of discipline and general conduct, his views on matters economic, political, or social are pretty well known. He is carefully observed during moments of levity as well as during periods of intense stress and strain, in fact, more closely than even the student's parents.

The interviewer's father was a physician; so the superintendent very casually asked her how much she knew of the work of her father's profession. She frankly admitted that she knew very little. She knew the many distasteful and burdensome tasks of teaching, but it had never occurred to her that other professions, too, had those or similar unpleasant situations.

She undoubtedly did not know that her

father's patients had to be disciplined for not following instructions; that they had to be reminded again and again of their financial obligations; that her father did lose his temper when he became provoked and, under strain, said things that were perhaps not complimentary. She had perhaps not noticed that her father's clothes were not so well pressed as a high-school girl may wish to see them, or that he used little discretion in color combinations when he selected his ties. Perhaps his shoes should have had more of a luster to them—and yet, had she not criticized her teacher for those very same things?

Courses in guidance are helping pupils to see that every job, whether professional or not, has its advantages and disadvantages, and that people in all walks of life will be faced with situations that are distasteful.

Is it not true, too, that the observation made by this student should challenge every teacher? We may well ask ourselves: "Am I exemplifying the type of teacher and the kind of teaching that will win the admiration and respect of my students? Am I demonstrating the kind of citizenship that I would like to see in practical use when these students take over the responsibilities of an intricate society?" If we, as teachers, cannot answer those questions in the affirmative, we have another definite teaching goal to strive for.

Our periodic report cards indicate the various values that we place upon the effort, conduct, and achievement of our students. Does this incident not indicate that we, too, are being weighed in the balance by critical and severe judges, and that it should behoove us to see that we have passing grades? How many of us, do you suppose, would be placed on the honor roll each month by these keen observers? Let each one answer for himself.—*Elroy H. Schroeder, in the Journal of Education.*



## NEWS from the SCHOOLS

MRS. D. E. REBOK has joined the Department of Education as office secretary. She will assist J. E. Weaver in carrying on the work of parent education.

W. L. SCHOEPLIN, preceptor at Auburn Academy for several years, has been elected educational superintendent of the Washington Conference, succeeding R. L. Hubbs.

THE WEEK OF SACRIFICE offering at La Sierra College totaled \$981.97 in cash, while pledges and student labor were expected to raise the figure past the thousand-dollar mark.

OCTOBER SURPASSED all previous months in production at Plant B of the College Wood Products, at Broadview Academy. The sales for this period amounted to \$33,787.77.

THE COSMOPOLITAN CHARACTER of the La Sierra College student body was illustrated recently when fourteen persons read John 3:16 in their native or adopted tongues, all different.

STEEL STACKS are being installed in the basement and on the second-floor level of the reserve room in the Union College library. The total cost of the stacks, which were held up by defense priorities for nearly a year, will be approximately \$3,700.

HELDERBERG COLLEGE (South Africa) graduated twenty-two young people from its two and three year curriculums on November 1. Two students completed the theological course, nine the normal course, three the combined normal-theological course, one the combined normal-domestic science course, and seven the commercial course.

A TEACHERS' INSTITUTE was held December 4-7 at Vancouver, British Columbia, for the teachers in that conference. J. M. Ackerman, the superintendent, directed the institute. In attendance were J. E. Weaver of the General Conference, D. R. Dick of Canadian Junior College, W. A. Clemenson, the conference president, and D. N. Reiner, educational secretary of the Canadian Union Conference.

THE UNION COLLEGE furniture factory shipped \$20,000 worth of furniture in a recent six-week period. Sixty-three men are employed in making seventy-two different types of furniture, such as tables, chairs, desks, stools, beds, and ironing boards. Approximately 50,000 board feet of lumber are used every eighteen days. The furniture is sold in ten States.

A COUNCIL OF EDUCATIONAL SUPERINTENDENTS was held recently in the North Pacific Union Conference. The council was under the direction of H. C. Klement. J. E. Weaver of the General Department attended.

MUSIC WEEK, an annual event in the La Sierra College program, started December 16 with a recital by Solito de Solis, European pianist. During the week each phase of the music department's work was featured in a chapel or an evening program.

ANDREW N. NELSON, formerly president of Japan Junior College and more recently educational secretary of the China Division, has accepted an appointment as dean of Emmanuel Missionary College.

THE PACIFIC UNION COLLEGE church ended its Week of Sacrifice with a record offering of \$1,934.12. The men and women of Grainger and Graf Halls contributed, respectively, \$250.22 and \$323.25.

FIVE HUNDRED CHICKS EVERY WEEK are being turned out by the hatchery at Southwestern Junior College. There are ten brooder houses with a capacity of five hundred each to be filled.

AN ADDITION TO THE PRINTING ARTS BUILDING has been completed at La Sierra College. Two thousand additional square feet of floor space has thus been made available.

VERNON W. BECKER, formerly educational and Missionary Volunteer secretary of the Texas Conference, will continue this work in the Greater New York Conference.

MORE THAN FIVE HUNDRED DOLLARS was raised at Union College during the Week of Sacrifice.



## Every Man His Gift

*Continued from page 7*

avenue of livelihood, comparative vocational independence, and social happiness to the youth?

8. Every office, church, and field worker who has any association with the youth should take an active, studious interest in the vocational welfare of these boys.

More than ever before, it is true that "time is too short now to accomplish that which might have been done in past generations; but we can do much, even in these last days, to correct the existing evils in the education of youth. And because time is short, we should be in earnest, and work zealously to give the young that education which is consistent with our faith."<sup>3</sup>

Spiritually as well as financially, the sympathetic vocational guidance of the youth will bring commensurate rewards.

<sup>1</sup>Ellen G. White, *Fundamentals of Christian Education*, p. 41.

<sup>2</sup>Ellen G. White, *Education*, p. 218.

<sup>3</sup>Ellen G. White, *Testimonies for the Church*, Vol. III, pp. 158, 159.

## Cultural Value of Music

*Continued from page 15*

each new height gained. With each degree of attainment comes a flood of satisfaction from the achievement, because the results are throbbing with beauty, and they make a definite appeal to the higher nature.

By encouraging young people to include music as part of their education, you may extend to them one of the best means of finally making them cultured men and women.

## Oakwood Through the Years

*Continued from page 22*

constructed from stone taken from Oakwood's mountain. Its spacious auditorium seats five hundred. It also has a large recreation room. The old chapel building has been converted into a library and science building.

Last year a successful Medical Cadet Corps was organized, and the same is planned this year, in order that Oakwood

students may do their part in the present national emergency.

The present enrollment is 175 students. There are two representatives from the Virgin Islands and two from the Bahama Islands, one from Canada, thirteen from the Atlantic Union, five from the Central Union, thirty-nine from the Columbia Union, twenty-four from the Lake Union, seven from the Pacific Union, seventy from the Southern Union, and twelve from the Southwestern Union.

The students are always appreciative of the generosity of the General Conference in supporting the only institution for Negro youth in the North American Division. They feel that the best way to demonstrate this appreciation is to maintain and continue to support the high standard of their Alma Mater.

NATHANIEL E. ASHBY,  
*Registrar, Oakwood Junior College.*

## Diary

*Continued from page 27*

way, desk locked. It's dark and cold, but the big outdoor Christmas tree looks all the better for that. It's good to turn the key on books and blackboards; but I know from experience that even before this short respite is over I'll be impatient to get back to my desk. Schoolteaching is a disease, and we who have it wouldn't be cured for anything.

Merry Christmas, diary! See you January 5.

ALICE C. BABCOCK,  
*Instructor in English, Pacific Union College Academy.*

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W. W. Bauer, M. D., director of the Bureau of Health Education, American Medical Association, says in his article written for the April issue of LIFE AND HEALTH, "You don't have to be a doctor or a nurse or even a Red Cross worker to make your contribution at home. But don't expect it to be dramatic. It isn't. It begins with nothing more than an intensive application today of many of the practices we have recognized but neglected for many years."

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