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CONTENTS

Keeping Their Confidence By <i>Edna G. Lodge</i>	page 3
This Vital Thing By <i>Ruth E. Burgeson</i>	6
The Superintendent and the Teacher By <i>Theodore Lucas</i>	8
Spare the Rod By <i>Flora Moyers</i>	10
Poetry in Pictures By <i>Paul T. Gibbs</i>	12
Elements of Good Teaching By <i>Florence S. Casey</i>	14
Practical Projects in Integration—II By <i>Leona S. Burman</i>	18
Methods in Phonetics By <i>Mary Woodward</i>	20
School Activities By <i>Gwendolyn Somers-Harris</i>	22
Methods in Science Teaching By <i>Paul M. Foster</i>	24
The Play Period and the Playground By <i>Lyman L. Ham</i>	26

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April

Gently swaying in the balmy air
Far up in the branches brown and bare,
A wreath of cloud on her sunny hair,
Sitteth the April, coy and fair,
Her gray-blue eyes so debonair.
And ever she woos us—far and near
With her dreamy voice—soft music clear.
“Come out, come out! The spring is here!
The winter is ended—O life, appear!”

So fair she is in her silvery green
And rose and purple in misty sheen,
And yet she is haughty sometimes, I ween,
She has sometimes frosts, her smiles between;
My April Lady—my fair proud queen.
But ever she woos us—far and near.
She’s the sweetest month in the whole long year
With her dreamy voice and its music clear.
“Come out, come out! New life is here,
Oh, mystery veiled!—Appear! Appear!”

Oh, April Lady, with mystic air
And a hint of gems in thy cloudy hair,
What sign thou art of a mystery rare!
When out from the years so brown and bare
The life eternal shall blossom—there!
And into its fullness of light and cheer,
All things unveiled in the glory clear,
We shall stand forever without a fear.
Oh, joy that the April days are here,
The holiest days of the whole long year!

—Selected.

The JOURNAL of TRUE Education

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

Keeping Their Confidence

Edna G. Lodge

INSTRUCTOR, OKLAHOMA JUNIOR ACADEMY

THE same confidence which prompts the nine-year-old boy to remark, "My father is the best father in the world," or, "You ought to see what my mother can do!" can and should be the type of confidence which will be the joy and pride of every teacher. No one can be as easily won as a little child, and perhaps no one can be as easily disappointed and heartbroken as the child when wronged. Many times, long before the child reaches school age, his confidence is broken. This sad experience confronts many teachers, and they find themselves puzzling over the state of existing affairs and wondering how that confidence can be regained.

A few simple rules which one might follow in attempting to gain and keep the confidence of children are listed below.

Devotion to God. A strong confidence in God which will in turn foster self-confidence is the first and most essential rule. Such confidence will tend to break down and eliminate many inconsistencies in the teacher's own life which young people are prone to discover.

For example, not long ago two girls

were overheard discussing advice that a certain professor had given one of them. After much consideration and debating, one girl chanced to remark, "Well, what he said may be all right; but why doesn't he practice it in his own home? See how he treats his wife!" Then she proceeded to tell of a quarrel that had taken place at a senior-class picnic between this man and his wife. Perhaps the incident was of minor importance to the professor and his wife, but according to the girl's observations, it was extremely inconsistent, and she did not care to copy it in her own experience. Therefore the professor could not expect successfully to advise that girl in her problems of association.

Personal appearance. Ordinary routine habits such as those that govern cleanliness of body and clothing, neatness in dress, poise, and posture do much to establish confidence.

Physical condition. The teacher's personal health and physical condition may have a tendency to encourage or discourage confidence. She must necessarily be an example of health and energy to the boys and girls whom she is attempting to lead. She must, therefore, avoid displays

of nerves that result from loss of energy and vitality. She cannot afford to cut corners in her teaching procedures because of ill-health or lack of strength.

Disposition. The disposition of the teacher has a decided influence on her relationship with her students. To establish confidence she must cultivate an even disposition, free from moods and sudden changes. She must be constant, cheerful, pleasant, energetic, and optimistic.

Patience. The teacher must at all times remember that patience is a virtue. The familiar axiom says,

"Boys flying kites haul in their white-winged birds;
You can't do that way when you're flying words."

She must ever be as patient with the children in her own charge as she would expect another teacher to be with children of her own. She must remember to compare the plodding child's ability, not with her own, but instead with what her ability was at his age.

She must remember also that there is a marked distinction between being patient and being "easy." She must know when patience ceases to be a virtue. She must not display her patience so prominently that it destroys her decision and leadership.

Scholarship. The scholarship of a teacher is soon detected by her students. Teachers are very often classed as scholastic or nonscholastic by their students, and confidence is established upon this ground. A teacher must keep ahead of her class in knowledge of the subjects taught. She must have a broad and deep fund of information from which to draw. She must make sure she knows enough about the subject she is teaching so that she can produce good illustrations when needed and at a moment's notice. She must know her subject so well that she can see and point out the relationships between the day's lesson and the whole

subject, and between that subject and other subjects in the curriculum.

She must continually broaden her knowledge of the subject by continued study and research. She must avoid reaching the so-called saturation point. Not long ago a gentleman commented to a teacher of some years of experience concerning her program, "You can teach much more than the regular teacher because you do not need time for preparation. Having taught so many years, you will remember the material and not need to prepare." When a teacher attempts to teach by using only formerly acquired knowledge, not spending time for review and preparation, he immediately sets himself up as a target for continual student criticism, and criticism breaks down confidence.

Knowledge of the pupil. To gain confidence and hold it, the teacher must have a true knowledge of children. She must understand her pupils as well as she does the subjects which she is teaching them. She must constantly and carefully study the nature, disposition, habits, likes, and dislikes of each pupil.

She must take advantage of the instincts of childhood, of the pride, ambition, curiosity, pugnacity, sense of duty, sense of ownership, and likes and dislikes of each child, to make him enjoy his work and do his best. She must try to treat all children alike; yet she must recognize their individual differences. She must consider the peculiarities of each child in disciplining him. She must know how her pupils live, how they are fed, what they do outside of school, and how these things affect their schoolwork.

Responsibility. She must be responsible, for responsibility assures stronger confidence. How many times a student who is being urged to meet an appointment has responded, "Oh, there's no hurry; Miss Blank won't be there for a while yet. She's always late. I never knew her to be on time." If the teacher

is to establish confidence, she must feel an impelling moral obligation to meet every appointment, no matter how trivial or with whom it is made. She must meet it on time and offer no excuses. She must make her word good at any cost.

Government. Do you make rules, or do you talk matters over with the pupils and let the rules come as a matter of common desire or consent? In governing, the teacher must realize that each pupil has a personality and a will of his own. She must learn to guide without attracting attention, to lead without forcing. She must be firm without being cross, and friendly without being sentimental.

James, an impetuous, lazy, careless sixth-grade boy, had repeatedly handed to his teacher carelessly written composition papers. The teacher, knowing James's disposition and ability, felt dissatisfied with the work; yet she was a bit hesitant about asking him to rewrite it, knowing the reaction she was likely to encounter. However, she could not accept the work; this would not be fair to James or to her. She carefully underscored the errors in red and quietly approached James's desk, taking time and care to point out to him how careless he had been, what errors he had made, and how he could by diligent endeavor improve his work and thus get better grades. At first it was evident, from the expression on James's face and the few remarks he dared to make, that he had no desire to improve and was quite satisfied with his present status. However, the teacher held to the one ideal of better, more perfect work, in spite of protests and scowls, which she apparently did not heed. After a few minutes of dawdling, James was at work. The new product, much improved, though far from perfect, was duly presented, and with it a note: "Dear teacher, I like you because you make me do what I should. I'm sorry I acted so. James."

A teacher who has the confidence of her pupils does not correct them in public, thus sacrificing the feelings of one in the hope of teaching a lesson to the group. She has complete evidence before she accuses. She obtains a comprehensible understanding of the motive behind the act. She makes rules and does not forget to enforce them. She is not afraid when she finds herself mistaken to acknowledge her mistake fully and frankly at the first opportunity which presents itself.

She never punishes a child in anger. She justifies her methods of severity of discipline entirely upon the grounds that the purpose of punishment is to correct the child. She makes the offense and not the offender the object of her punishment.

She does not scold too much. She is as willing to counsel and pray with her pupils as she is to punish. She never allows disciplining to wait until the act has involved many pupils.

Efficiency and management. The teacher may or may not establish confidence with her pupils by her efficiency and management. A good teacher will start things and finish them. She will know before going to school in the morning just what she is going to do every minute of the day. She will have her desk, books, and papers arranged in an orderly manner. She will leave her room and desk orderly upon going home in the evening.

No doubt one could find as many more traits of character which if properly developed would lead to the building up and strengthening of confidential relationships between teacher and pupil, but if the preceding program is carefully undertaken, it will certainly lead not only to the establishment of confidence, but to the establishment of habits of honesty, truthfulness, loyalty, helpfulness, generosity, kindness, industry, perseverance, efficiency, and regard for others.

This Vital Thing

Ruth E. Burgeson

WHAT sort of men and women will my boys and girls grow up to be? Surely, each teacher whose heart is truly in her work has often asked herself this question. And then, in a flight of fancy, she sees Jack as an evangelist, leading hundreds to the Saviour; Sue, a missionary nurse; Dick, a successful doctor who gives prescriptions for sin-sick souls as well as for bodies.

Yes, teachers have learned to take the long-range view of their work. But let them take care, lest they become so absorbed in the eternal that they lose sight of the fact that it is the present and the practical which give a preparation for the future. Since "God's ideal for His children" is "higher than the highest human thought can reach," it is well to set before the boys and girls high aims. And they, in turn, have a right to expect that their teachers will help them day by day to construct a ladder by means of which they can reach the heights for which they are destined.

You have a vision of your boys and girls holding positions of responsibility. Will irresponsible Sue, who is untidy in her habits, develop into a thorough and responsible nurse? Will Dick be successful in medicine if he grows up to be careless in regard to his own health? Can Jack tell others that Jesus saves from sin if Jack never has won the victory over his own appetite? No, the man Jack will be the boy Jack, only larger grown. He will be what he is now, only more so.

People do not overnight outgrow their bad habits of a lifetime. If the man of the future is to have a strong mind in a strong body, the child of today must be educated with that ideal in mind. For

this reason there comes to the school anew today the challenging question, "Is education Christian if it does not provide adequately for a definite and positive health program?" There is no excuse for the existence of church schools if this phase of education is neglected, for truly "the health should be as sacredly guarded as the character."

I dreamed I stood in the court of God,
And answered my summons: "Here!"
And the Lord leaned down and said to me,
"Son, is your record clear?
Where are those beautiful little ones
I gave to your hand to guide?
Have you trained them up for the service of
God?
Why are they not by your side?"

And I dreamed that I said, as His searching
eye
Swept through my inmost soul,
"I taught them the truth, and bade them strive
Full hard for the heavenly goal.
And John for the pulpit his mind had set,
And Mary, she meant to sing;
And Harry and Ann intended to teach;
Why, they all would serve the King."

Then I dreamed that sorrow swept my heart,
And the Lord, He waited for me
Till I chokingly said, "But, Father, they died
Before they could work for Thee.
For Mary, dear child, grew frail at her books;
And John was punier still;
And the twins gave up their cherished hope
When they at the school fell ill."

Then I dreamed that the Lord, He said to me,
"Did you teach them this vital thing,
That their bodies as well as their minds were
Mine,
And they must not cheat their King?
Did you tell them that service demanded
strength?
Did you teach them life's law well,
To make their bodies temples fit
For My presence therein to dwell?"

And I dreamed that I bent my eyes to His
feet,
And murmured in pain and shame,

"Nay, Lord! I did not think of that;
But I taught them to love Thy name."
And the Lord, He said, "I am glad for their
love,
But I needed their service so!
A divided gift is a crippled seed,
That fails, since it cannot grow."¹

"The School Health Program," a bulletin issued by the Medical and Educational Departments of the General Conference, answers a felt need in the teaching of "this vital thing." If used rightly and supplemented by at least a few of the health books suggested, it should definitely serve its purpose as a guide in teaching the child that his body as well as his soul is God's, and that he "must not cheat" his King.

The aims of health education are four: (1) to provide the proper motivation, so that the child becomes really interested in healthful living; (2) to aid in the establishment of specific flexible health habits; (3) to acquaint the child with the latest scientific facts concerning the maintenance of health; and (4) to help him to sense more clearly the relationship of health to character.

At no time of life are the opportunities to initiate flexible habits of right living so great as during childhood. But to make health education vital, it must be functional—in the life of the child, yes; in the life of the teacher, decidedly! Since good health is maintained by actions, not by knowledge alone, surely what the teacher does is of more importance than what the teacher knows. "A child knows that an adult believes as he acts, regardless of how he talks. Lack of sincerity in health teaching has frequently prevented the health-education program of the past from producing results in improved ways of living."²

"God's ideal is a sound mind in a sound body. The King of kings needs thousands of boys and girls 'without blemish' to herald the third angel's message to a sin-sick world."³ May every Christian teacher do her part in fulfilling God's ideal for His boys and girls!

¹ Arthur W. Spalding, "A Dream of a Divided Gift."

² Doris E. White, *Childcraft* (Chicago: The Quarrie Corporation, 1940), VIII, 185.

³ *Health Education and Inspection for Church Schools* (Washington, D. C.: Educational and Medical Departments of the General Conference, Educational Leaflet No. 36), p. 19.



The Superintendent and the Teacher

Theodore Lucas
EDUCATIONAL SUPERINTENDENT,
WISCONSIN CONFERENCE

SINCE reputable research shows that three fourths of a teacher's proficiency comes after she enters the profession, it would seem that the supervisor or superintendent plays an important part in her development. This being true, a close and understanding relationship must exist between the teacher and the superintendent, to assure the success of both. Just as the production department of a great automobile factory works hand in hand with the engineering staff toward an improved and perfect model, so the superintendent must scientifically direct the classroom teacher. Each must work with the other to perfect the final product. As it is the business of the teacher to serve the pupils, so it is the business of the supervisor to serve the teachers.

In order to serve the teachers acceptably, it is necessary that the superintendent have a knowledge of what constitutes good teachers and good teaching, and be able to recognize both when he sees them. He should know that supervision involves giving due commendation when standards are being met, and includes as well the ability to analyze the situation when the standards are not being met. He enters the classroom as a humble student, realizing that there are some better ways, but no best ways of teaching.

Supervision of instruction may be thought of as a service agency to teachers, the objective of which is to enhance the usefulness of the school to the pupils by improving the teacher and the teaching act. This objective can be achieved only when scientific and democratic methods are employed. These two go together.

The true scientist is modest, and whip-cracking methods are tabooed. He tries to see through the teacher's eyes, and feels that he is a co-worker. He knows perfectly well that co-operation is the conducting of oneself so that other people can work with him. He respects the individual differences that are bound to exist among teachers. He strives to get the "inner" as well as the "outer" attitude of a teacher. This is important.

The wise superintendent aims to teach teachers to do better those things they are going to do anyway. He therefore respects the individuality of his teachers to the extent that he hires them for the results they may be expected to achieve, and not for the procedures used in getting those results. This is written, of course, with the idea that though procedures vary, they will all be ethical, professional, and Christlike.

The superintendent should attempt to save poor teachers instead of dismissing them. It is to be remembered that teaching perfection is like a religious experience in that it cannot be attained at a single bound.

The visits of the superintendent may go far in accomplishing desired results. He should replace the haphazard, aimless, occasional visits with well-planned, scheduled ones, and take complete notes throughout the period of visitation. These will aid in the follow-up work, which in itself implies plan, system, and organization. The reasons for follow-up supervision are obvious. The superintendent wants to see if the teacher has improved, to see whether the suggestions he made previously have been of any value, and to have revealed new needs.

The teacher should not be made to feel that the superintendent's visit is occasioned by some breakdown in her work. She should know that he is there on a co-operative basis—for her best good and for his. Assuming that this article deals with that type of visit that has to do with improving the teacher and the teaching act, it may be concluded that the superintendent will be on time and will be inconspicuous; that is, he will remain in his seat and do nothing he would not permit his teachers to do. He recognizes whispering and crumpling of paper as bad form. He shows interest, but not to the extreme, and never breaks into a recitation even though he be tempted to do so because of violation of technique or misstatement of fact. When he finds a fault or a need, he will make an earnest effort to trace it back to the things that produce it, since being an effective superintendent involves the ability to diagnose.

The superintendent will expect his teachers to know the subjects they are trying to teach, to use acceptable English, to know children in general, to know particular children, and to know the community in which they live and teach.

Since many teachers fail to succeed because of things other than the teaching act, teachers should know that sympathy, good judgment, self-control, enthusiasm, stimulative power, and earnestness have proved to be personality traits necessary in successful teachers.

To improve self-control the teacher's voice and posture may be utilized. The teacher may talk a little louder when she first appears before her class; she may put a slight staccato in her voice and speak more deliberately. Also, it will help for her to stand instead of sit, and to stand erect.

Surveys show that the teacher's class-

room is the most common place for the holding of the after-visit conference. Just when the individual conference with the teacher should be held may be controversial, but there is no controversy over the fact that there should be one. The superintendent who sees a weakness in a teacher and does not give constructive criticism is being recreant in his duties. He will avoid making mountains out of molehills, will not hold the teacher in suspense, will not appear superior, and will go out of his way to ask the teacher if she has any questions she wants to ask. The superintendent's criticisms must be convincing, based upon facts and not upon vague impressions. Such criticisms call for analytical notes. He must be able to show the teacher wherein a certain thing he is calling wrong is wrong.

Some say that if a supervisor sees a mistake it is better to wait until the teacher does the thing right and then compliment her. This procedure is very poor. Others suggest that if a teacher makes a mistake, and the supervisor has no remedy, it is better to keep still. Neither is this suggestion acceptable. The best thing would be to study the problem together.

There are several devices that may be used to open the conference. The superintendent may give favorable criticism or ask the teacher a question. He may treat first some of those points in which the teacher is especially interested, or deal with some subject off the intended one. In any case he will take time and be deliberate.

"The common problem, yours, mine, everyone's,
Is—not to fancy what were fair in life
Provided it could be—but, finding first
What may be, then find how to make it fair
Up to our means: a very different thing!"¹

¹ Robert Browning, "Bishop Blougram's Apology."

Spare the Rod

Flora Moyers

CRITIC TEACHER,
SOUTHWESTERN JUNIOR COLLEGE

THE teacher must love her boys and girls. She must let them know that she loves them, by her looks, by her words, and by her actions. Children are quick to discern feelings. They must be won first. This is most easily done by love; in fact, it is the only way. After they have been won and they realize that the teacher is working for their good and not merely to display her authority, then she can expect co-operation in her work and plans for the school.

There are other things that make for good discipline. The pupils must have respect for the teacher's ability; she must be more than just a police officer in the schoolroom; she must know more than she is supposed to teach, for "All the world follows the men who know."

The teacher must be fair in her dealings. Do not be afraid to talk the situation over with the boys and girls, and explain to them why they must or must not do certain things. Be fair and honest with them. Do not have favorites; treat all alike in so far as they will let you. Children soon learn if the teacher is fair with them, and will try not to go too far astray. However, there is usually one, or perhaps two, in a school who will try your patience to the limit. These pupils really test the teacher's self-control.

Children come to the school from so many different homes that it is hard to rule all alike, for their training and environment have been widely different. A child whose home training has been coarse and almost brutal and who has never had an opportunity to develop self-respect, or respect for anyone else, is hard to govern through kindness only. Such

a child expects the teacher to be stronger physically than he is. Fortunately, this type is seldom found in the church school, but the teacher must not give up or become weary with them, for they need love and kindness more than many others. Patient perseverance will have its reward. Most children will respond to a gentle reminder that what they are doing is wrong, but a few must be sharply reproofed. Reproof should be in as few words as possible. Never allow yourself to become a nagging, threatening, scolding teacher. This type of discipline is too much like quarreling with the pupils, and causes them to lose respect for the teacher.

The teacher should be persistent in carrying out her rules, not once or twice, but continuously. A few rules are better than many. They should be carefully chosen, but when made should be carried out. Teachers of experience realize that often children break the rules to see what the new teacher will do; they are trying her out, to see how far they can go. Lucky is the teacher whose pupils go home saying, "That teacher surely means what she says, and we know that we must obey her." Children appreciate and respect justice; they like the spirit of "fair play," and even the worst offender will most often be brought to obedience when he sees that justice and impartiality are carried out in disciplinary measures.

Did it ever occur to you as a teacher that you should be pleasant—that you should be good-natured? Have a good laugh occasionally; let the children know that you are not afraid to have some fun; make school an interesting place. One of the worst enemies of good order is an

ill-tempered teacher. In order for the teacher to be good-natured, she must feel well; she must get plenty of sleep, have good digestion, eat good, wholesome food. She must observe the health rules herself. Above all, she should not worry. It is the duty of the teacher to keep physically fit or stay out of the classroom.

The teacher's voice enters into the discipline of the room. When a teacher finds the room getting noisy, she may notice that her own voice is raised and everyone is noisy to correspond with it; when she speaks in a lower tone, soon things are quiet again. The very tone and pitch of the voice are conducive to order or disorder.

A great deal of confusion and discipline can be avoided by having things done systematically. A definite routine should be established for passing notebooks and papers to the front, for getting wraps, forming into lines for passing, and the many other things that must be done every day. Monitors are good help, and they do enjoy performing their assigned activity.

Every teacher knows that by keeping the pupils busy she can avoid much trouble; the difficulty is that some pupils would rather do almost anything than the task that has been assigned them. The work must be made interesting and worth while, and incentives should be supplied which will cause the children to want to put forth the effort.

As far as possible, pupils should have natural punishments when they are disciplined. Spencer says the teacher should "simply stand out of the way and let him, the pupil, reap the natural consequences of his act." For instance, if a child is quarrelsome on the playground and cannot mix with the others, remove him from them and let him stand beside a tree or a post or some other place alone until he is sure that he can play congenially with the group. Again, if bad language is used, that child should not be

permitted to associate with the group until he is definitely sure he will not use it again. If children fight, punish the hand by wrapping it up with a towel or something that is at hand; if they kick, tie the foot to the desk, or tie them together; treat the part that offends.

If older children persist in playing in school, let them go to the baby room, where such things may be expected; this stops playing in school among the older pupils. If they want to blow pieces of paper in school, let them remain after school and blow until they are thoroughly satisfied, then be sure to let them blow some more. If they sing in school, let the individual sing publicly. Tell them you like for them to do the things they want to do, being pleasant all the while.

A boy who wrote "smarty" sentences when asked to do written work was told that this grade was evidently too hard for him, that he could not write good sentences, and that arrangements were being made for him to go back into the grade below, where the work was not so hard and where not so much would be expected of him. This surprised him, and he insisted that he could write good sentences. However, the teacher could judge only by what he had done; so she took him to a lower grade, in another room. She did tell him that if he was sure he could write good, sensible sentences, she would come back later and look over his work. This was humiliating to him, but when she came back to see him a few hours later, he had some satisfactory sentences written. The teacher assured him that if he could do that well all the time, she felt sure he could do the work in his grade. He promised that he could, and he did. Never again did she need to caution him about being careful with his written work. This procedure helped him as nothing else could have done.

Please turn to page 30

Poetry in Pictures

Paul T. Gibbs

PROFESSOR OF ENGLISH,
WASHINGTON MISSIONARY COLLEGE

AN experiment in the use of color motion pictures as a visual aid in the field of college literature has been in process of development during the last two years at Washington Missionary College. These natural-color pictures are so taken and arranged that, while a reader recites the lines, appropriate views flash on the motion-picture screen. By careful timing, this appeal to the eye is made to supplement the words of each line. Two sense impressions thus simultaneously administered seem to produce an effect several multiples stronger than that of the auditory sense alone. This treatment enhances appreciation for favorite poems; it awakens appreciation for new ones. Recently the program has been shown with gratifying results before audiences widely varied in age and in educational status.

The benefits of poetry in pictures are lasting. Students report that this type of pictorial representation helps them to recall the images they have seen on the screen as often as the lines are reread, thus renewing in large measure the experience of the entertainment hour. And when other poetry is read, students find themselves imaginatively, and without conscious effort, visualizing appropriate imagery to match it. In doing so they may be visualizing more vividly than they have in response to the instruction and cajolery of generations of English teachers. Poetry in pictures achieves this and quickly, agreeably. In doing so, it leads to enlarged understanding and enjoyment, for many an obscure passage becomes clear in meaning when vividly visualized, and stanzas that are better understood are likewise more enjoyed.

Color photography pays liberal dividends in aesthetic satisfactions to the one who takes the pictures. He becomes more alert than formerly to natural beauties along his daily path. His eyes grow increasingly sensitive both to color and to image. He sees picture possibilities in bird, tree, and cloud. Travel in faraway places may be denied, but learning to see the wealth of beauty in one's own side yard compensates. Making pictures of beautiful subjects often neglected by others, plus artistic arrangements of them when made, carries with it the satisfactions of artistic creation.

Building a program of this character becomes an intriguing project. The demands on time, patience, and ingenuity challenge one's better qualities. Although the views needed to represent many passages come easily, others, even those for a single line, often require a cycle of the seasons, as in Shelley's "If winter comes, can spring be far behind?" Some lines, also, can be adequately represented only by the use of scenes taken in widely separated localities, and to this difficulty may be added the inconvenience of having to capture nature in very specific moods. Such is true in another line from the poem just quoted, "O! lift me as a wave, a leaf, a cloud!" Yet with all these and other obstacles to be overcome, every view should be beautiful in and of itself, and at the same time it should definitely suggest the word content of its passage.

One must not be content with a mere illustrative image that leans upon its accompanying line for interest. To produce a film of this quality the photographer must keep certain simple criteria

in mind in addition to the ordinary rules of composition: he will contrive to have motion and at least two colors prominent in each picture. For scenes in which no other kind of motion is present, he may wait for a windy day.¹

If one prefers nature to poetry, so much the better. For him poetry in pictures becomes primarily a series of beautifully varied and contrasted nature scenes. As a background for these there is the voice of a reader reciting the musical cadences of the poet's lines. The nature lover finds the theme of the poem an excellent continuity device for even the most beautiful series of nature views. And continuity is of supreme importance in making enjoyable a collection of otherwise unrelated views, as a manual on editing motion-picture film will testify. The importance of continuity grows out of the tendency of the human mind to demand, not only a pleasant picture, but also a logical reason for looking at it. The line or passage of a poem which calls for imagery definitely suggestive of its theme provides that. Fortunately for those who appreciate nature, the poetry of nature lends itself most agreeably to combination with color motion pictures.

While considering the enjoyment of nature by means of pictures and poetry, one should say a word relative to spiritual values. Seventh-day Adventists throughout their history have spoken and written much on the privilege and duty of nature study.² It is well that they have, for appreciation of nature is vigorously taught in Scripture and in the writings of Mrs. E. G. White. The Bible-reading world has long taken note that there was in Eden every tree that is "good for food," but even Adventists have sometimes overlooked the fact that there also "made the Lord God to grow every tree that is pleasant to the sight." By this token God is a lover of beauty, and the part of the text that signifies His taste for beauty comes first, presumably

signifying its greater importance. In planning and arranging the pastoral home for the new race but little lower than the angels, God had first regard to aesthetic beauty, and not until that was provided did material advantages find consideration. The admonition that the first pair should dress the garden and keep it, points to God's regard for its beauty rather than to a desire for the harvesting of bountiful crops.

Is it any wonder, then, that the same Being, appearing in the New Testament as Redeemer, presented so many lessons of the kingdom in terms of nature imagery? Will not He who admonished His disciples to "consider the lilies" be pleased to see His followers in this age of increased knowledge show regard for the beauties of His creation by expending upon them the best means of photographic reproduction and of arrangement? Such is one most effective way to "consider." Certain it is that one who prepares such a program will find his eye for beauty sharpened.

"Nature and revelation alike testify of God's love," Mrs. White affirms in the opening sentence of *Steps to Christ*. A significant caption on one flyleaf of *Christ's Object Lessons* reads simply, "From the natural to the spiritual;" on the reverse side of the same page appear the words, "Nature is the mirror of divinity." "God loves the beautiful," the same pen records in *Ministry of Healing*. "He has clothed the earth and the heavens with beauty, and with a father's joy He watches the delight of His children in the things that He has made."³

May it not be that poetry in pictures opens a way for more effective teaching of the best to be found in literature, and also a means of reviving and re-emphasizing among Seventh-day Adventists a gospel of nature—a gospel of beauty? Surely such distracting times as the present call for an antidote—something

Please turn to page 30

Elements of Good Teaching

Florence S. Casey

FOR which of you, intending to build a tower, sitteth not down first, and counteth the cost, whether he have sufficient to finish it?"

Teachers may not be building a tower, but they are helping to build a foundation and a character in the children under their care—not a building which is to last for only a few short years, but one which will stand through eternity—a work which is the nicest of any committed to man. The highest type of education is that which, through the imparting of knowledge and discipline, will develop in the child such a character that he will be fitted "for that life which measures with the life of God." Then who would discount the importance of good teaching? The teacher, therefore, should take inventory of herself and make sure that she has the qualifications, both natural and acquired, to do good building—good teaching.

"As the teacher, so is the school." The teacher should be what she wishes the pupils to become. Natural ability and intellectual culture are necessary, but along with these qualifications there must be a spiritual fitness without which the teacher will fail in the most essential element in the training of her pupils.

No young person should venture to teach who is not convinced of her calling to that field. For instance, one who knows that she has no particular love for children, and very little patience with their childish ways and viewpoints, would do the children and their parents a great injustice by entering the teaching profession merely because she must do something to earn a livelihood, and knows not what else to do.

Never will a true teacher rest satisfied with her attainments. She must be progressive and avail herself of every means for self-improvement. "He who realizes his own deficiencies will spare no pains to reach the highest possible standard of physical, mental, and moral excellence. No one should have a part in the training of youth who is satisfied with a lower standard."¹

A sound body, a well-balanced mind, and good health are imperative if the teacher is to throw herself altruistically into the work of training young minds. Along with physical fitness, there must be an abundant store of common sense and a natural aptitude in insight into human nature and things educational. If the aspirant teacher does not have within her a social and an agreeable nature, then she should set for herself the task of cultivating this necessary trait of character. Of the greatest Teacher it is said, "Wherever the Saviour went, the benignity of His countenance, and His gentle, kindly manner won the love and confidence of children."² Without this love and confidence, the best teaching cannot be accomplished. Within the heart of the teacher must be built up a strong fortification of patience, sympathy, and love. The strength of this bulwark will be assailed and tried many times, but it must not be allowed to crumble.

Tactfulness should be cultivated. Be genuine and wholehearted. Even a child can readily sense an outward veneer. A frank and unsuspecting spirit will draw out from the pupils a desire to meet the expectations of the teacher. A logical and well-trained mind, a firmness of pur-

pose, and self-reliance will stem the tide of many difficult situations and maintain peace and harmony and co-operation on the part of the pupils and teachers.

Ahimaaz, who was anxious to run and bear tidings to King David, but who, after having run, had to stand aside in humiliation because of lack of knowledge, may be compared to the teacher who stands before her classes without her subject matter thoroughly mastered and in mind. It has been said that more teachers fail from ignorance of their subject matter than from any other cause. Good teaching demands that the teacher know more than she has to teach. Not only must she know what to teach, but she should be skilled in the art of teaching—an artist in her field. And having mastered the subjects to be taught, she must put into their presentation a personality, an animation, and a vividness which will hold the attention and indelibly fix the truths in the minds of the pupils.

Good teaching should not necessarily be interpreted as holding the attention through constant entertainment. Pupils should be taught the joy of meeting obstacles and by patient perseverance mastering and surmounting them. They should learn the satisfaction which is to be derived from attaining through their own efforts—of being able to conquer a problem through their own thinking and reasoning powers rather than sit passively by and be shown.

Good teaching will set forth subject matter with simplicity and clearness. When possible, practical demonstrations and object lessons may be used to good advantage, since that which is seen with the eye makes decidedly more lasting impressions than that which is heard with the ear only.

The teacher will pay respect to the opinions of the child, and encourage him in the expression of them. The child will be led to try his own building pow-

ers as far as possible without aid, and without too great an assumption of authority. Good teaching will assume direction only when necessary, and will lead children to think, to express, to expand, and to grow.

With the aim of good teaching always before her, the teacher will hold before her pupils an objective standard, a vision of ideals to be reached in the future; and the teacher herself will have an objective standard of what she plans her pupils to be and to have attained when they shall have passed beyond her care and direction. In order to catch this vision of the future, the teacher will study the child. Only as the child is studied and known can the teacher best adapt her efforts to train, to curb, or to encourage the quality or qualities which have a dominating influence.

Early in the child's school life the value of a correct physical attitude should be explained and a correct attitude be required. The position in which the pupil sits at his desk or stands in recitation is of much importance. The child cannot give the best attention unless he has the proper physical attitude.

Good teaching will provide a restful environment in the schoolroom which will be conducive to contentment, and will foster a loyalty and a healthy pride which will yield a co-operative spirit on the part of the children. In the interests of the children, adequate rest periods will be provided. Fatigue problems include not merely fatigue as such, but loss of interest as well. No subject or succession of subjects must be continued for so long that it becomes a bore or the pupils become tired. However, with the crowded curriculum of the church schools, there is little danger of one subject's being continued at one time to that degree.

Good teaching demands that the teacher be mild and deliberate, never

Please turn to page 30

THE PATTERN UNFOLDS—An Editorial

ONE of the innermost and most universal longings of the human heart is for permanency, for stability, for eternity. To satisfy it men labor and sacrifice and suffer. They labor in order to build a competence with which to secure residence and comfort in their later years. They sacrifice for the present that the future may have necessities or luxuries. They suffer, believing that someday the pain will pass in brighter, happier, and more comfortable hours or in an eternity of rest and glory.

Men may admire the stability of earthly structures and institutions that have endured the tests of time, but paradoxically they become impatient with men or organizations that do not adjust themselves to changing conditions. Not rarely an individual is swept along by greater forces than he can resist or direct, and he becomes the victim of factors he cannot control. Whole nations whose history was brilliant for a short time have succumbed to such a fate. Faced with an adjustment to new forces or methods in order to survive, some peoples have thought in self-confidence and complacency that all others might need to adapt themselves to new conditions, but not they. As a ruthless consequence they, too, passed from the stage, and their places were taken by those who wrought the change or who adjusted themselves to it.

Much can be done to determine the shape of things to come in the school by recognizing the facts that changes are certain to come as a result of the present world struggle, and that the teacher is in a strategic place to fashion the thought and work and life of every student under his instruction. What a marvelous opportunity to direct the youth as they work on the heavenly pattern for their

lives, and place in character the elements that endure.

The youth of 1945 will have heard much of the war. Their ideals may have been warped, their ambitions withered, and their economics frustrated under the searing influence of the war's horrors and costs. The world they fitted themselves to live in will have passed through a combination of revolutions, economic, military, political, intellectual, and spiritual, that will leave men staggered by their immensity and surprise. Teachers and other leaders of thought cannot be content with the efforts of the twenties. A new world faces the youth of the forties. They must be fitted to live in it and to finish the great gospel task under conditions that have in five years changed beyond expectation.

It would require a seer to tell what the pattern of the future will be, but some movements are already taking definite form. One immediate demand is that the school should turn more definitely to practical training. "To fit a youth for life is to fit him for a job." There is opportunity to introduce more of the courses long recognized as desirable and essential to prepare the individual for life's real tasks.

Dilapidated ideas, methods, or practices must be discarded. Some will atrophy and drop off. Others will require deliberate intellectual surgery. Outward change, as of the curriculum, without internal growth and adjustment, would be inadequate and futile. The purpose and contribution of every course should be rechecked with the master pattern. Let every educator pray for wisdom to discern the great issues, for courage to face them, and for skill to adjust his work to the needs of the youth who would serve in the tomorrow.

LET YOUR WATCHWORD BE, ADVANCE!

MAKE no backward movements; but let your watchword be 'Advance.'—*Testimonies, VI, 157.*

"Different methods of labor are really essential in sowing the seeds of truth and gathering in the harvest."—*Testimonies to Ministers, 251.*

"Men in responsible positions should improve continually. They must not anchor upon an old experience, and feel that it is not necessary to become scientific workers."—*Testimonies, IV, 93.*

"Never think that you have learned enough, and that you may now relax your efforts. The cultivated mind is the measure of the man. Your education should continue during your lifetime."—*Ministry of Healing, 499.*

"Heavenly messengers are sent to minister unto those who shall be heirs of salvation; and these would converse with the teachers if they were not so satisfied with the well-trodden path of tradition."—*Testimonies, VI, 161.*

"The prevailing monotony of the religious round of service in our churches, needs to be disturbed. The leaven of activity needs to be introduced, that our church members may work along new lines, and devise new methods."—*Testimonies to Ministers, 204.*

"Man can shape circumstances, but circumstances should not be allowed to shape the man. We should seize upon circumstances as instruments by which to work. We are to master them, but should not permit them to master us."—*Ministry of Healing, 500.*

"Education balanced by a solid religious experience, fits the child of God to do his appointed work steadily, firmly, understandingly. If one is learning of Jesus, the greatest educator the world ever knew, he will not only have a symmetrical Christian character, but a mind trained to effectual labor. Minds that are quick to discern will go deep beneath the surface."—*Fundamentals of Christian Education, 119.*

"I have been shown that in our educational work we are not to follow the methods that have been adopted in our older established schools. There is among us too much clinging to old customs, and because of this we are far behind where we should be in the development of the third angel's message."—*Counsels to Teachers, 533.*

"There was but one hope for the human race,—that into this mass of discordant and corrupting elements might be cast a new leaven; that there might be brought to mankind the power of a new life; that the knowledge of God might be restored to the world."—*Education, 76.*

"Every student should remember that the Lord requires him to make of himself all that is possible, that he may wisely teach others also. Our students should tax the mental powers; every faculty should reach the highest possible development."—*Counsels to Teachers, 394.*

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

"Let us serve God with all our capabilities, with all our intelligence. Our intelligence will increase as we make use of that which we have. Our religious experience will strengthen as we bring it into the daily life."—*Testimonies, IX, 194.*

"We are losing much by our narrow ideas and plans. . . . Educate, encourage young men to think and act, to devise and plan, in order that we may have a multitude of counselors."—*Testimonies to Ministers, 303.*

"Ways will be devised to reach hearts. Some of the methods used in this work will be different from the methods used in the past, but let no one, because of this, block the way by criticism."—*Testimonies, VII, 25.*

"Each effort to expound the gospel should be an improvement upon that which preceded it."—*Testimonies, IV, 270.*

Practical Projects in Integration¹-II

RADIO projects can be arranged by co-operation between the English and physics classes. Social problems can be represented by several students who speak for different characters or interests.

The problem might be that of the tenant farmer. The scene opens on the dilapidated porch of a farm building. A woman sits dejectedly holding a child and humming "Old Black Joe."

The man enters waving a paper and crying, "Ma, ma, we're gonna git it!"

"What, pa?" comes the despondent question.

"Some Government help."

"How, pa?"

Then he sits down and explains the Farm Security Administration plan and what it may mean to them—how they can buy a farm, learn the best way to run it, and have plenty of time to pay.

As the woman listens, her face brightens and she says, "Then I can have a little white house with green shutters and three rooms, and I won't have to cook in the bedroom! Oh, pa, won't that be wonderful? The rooms will be papered, and oh, pa, I can make curtains, and rugs, and bedspreads, and—and—just everything!"

They continue planning, and include better clothes, so that they can go to church, better food, and medical care for the family. Their present plight is revealed by their talk of things they have wanted but could not have. If preferred, something like this could be made the plot for a story. Other social problems could be treated in the same way.

Some of the outcomes are:

1. Greater interest in current events.
2. Desire to read widely on a subject.
3. More sympathetic attitude toward the unfortunate and a desire to do something to help.
4. More sympathetic understanding of problems.

¹ Concluding part of a paper presented to the Committee on the Study of the Secondary School Curriculum, Battle Creek, Michigan, October 30, 1941.

5. Ability to study independently for accurate knowledge and then to work co-operatively on a group project.

Some years ago the students in ninth-grade English accepted a project for composition in which they would visit some other land, and learn much while writing. They began enthusiastically, and eventually decided that they would like to establish a mission station. Africa was chosen as the country. There followed questions of what each one would do in the station and what part of the country was most needy. All this was profitable conversation, though it is doubtful whether anyone was aware that he was learning.

Finally it was decided who were to be mission superintendent, evangelist, teacher, director of outschools, cattleman, mechanic, farmer, doctor, and nurse. This was to be a mission giving an all-round training. Letters to two or three who had worked in Africa helped the class to decide upon a section of Nyasaland. College students from Africa were interviewed many times.

The question of what the missionaries should take with them was settled by the superintendent's writing to the transportation agent in New York, who answered the letter very seriously, giving full instructions and sending a large parcel of material on Africa, along with steamship schedules not only from New York to England, but from the Continent to Cape Town.

After medical examinations had been safely passed, they left for Washington, D. C., where they received final instructions and spent two or three days in sight-seeing. Then came New York, the voyage, London, Holland, and France, from which country they finally sailed to Cape Town. After visiting institutions there, the group divided. The men of the party left in the Ford truck and drove across country to select the territory for the station. The women took the train for Bulawayo, where they remained until the station had been selected.

But just then it was time for school to

close. Interest in the mission undertaking was running high, and they unanimously voted to continue the work the following year. The student who had been the nurse was not in school the next year; so letters had to be written inviting the interest and co-operation of another nurse—a new student in the class. Then, as the work developed, a letter-writing unit was carried on by letters written to conference and school workers and other friends. Practice teachers answered these.

Later a conference session was held at which each gave a report of the work he had been doing, and thus an oral unit was motivated by the students themselves. At this conference many visitors were present. Practice teachers impersonated General Conference and division men. The whole thing was a real experience in the lives of these students, as tear-dimmed eyes and trembling voices of the speakers revealed. They were really stirred as they projected themselves into the experience of working for the needy.

One of the students was so naive as to suggest that the account written by the class should be printed, so that those going out to foreign fields could read it and know what to do! He was entirely serious. They were very careful, by reading the *Review and Herald* and talking to those from Africa, to have everything true to life and to report actual incidents.

This is an illustration of a project which went far beyond the original idea of the teacher, but which in every part of its organization and work was profitable for life as well as for English. The pride they took in the work was illustrated by the remark of one student when he saw the chapter written by a poor student, whose best was not good; he slipped up to me and whispered, "I saw Blank's chapter. I don't think it is good enough for our book. Let me take it home; I'll rewrite it, but we'll leave his name on the chapter. He need never know about it, but it will make our

book better." Permission was given, and this bit of self-effacing work illustrates the character outcomes in the project.

It is interesting to know that within the last two weeks a letter came from one of these students, now in military camp, recalling the experience of this project in which he as a doctor ministered to the needy of Africa.

And now a word of caution. Do not try a project in every class, nor even one each year. And do not do the same one again and again. What succeeds beautifully one year may fall flat the next. Do not imitate someone else; that, too, may fall flat. Let the projects grow out of the work being done, and naturally. And yet be alert to opportunities. There is no limit to the possibilities in the hands of a real teacher. Perhaps some of these suggestions will prove provocative, and teachers will reap the joy that comes from planning with students and working with them.

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

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Methods in Phonetics

THE teaching of phonics has a definite place in the curriculum. The times, with the great amount of wholesome, instructive material and the growing need for wide reading, make it imperative that the child read rapidly and with comprehension.

One of the first duties of a phonics teacher is to arouse the child's interest in the reading material around him, so that he is eager to gain perfection in the mastery of the tools by which he may use this material. When this has been done, the desired results will be obtained.

There is a tendency now to prolong this period of preparation and to begin the real teaching of phonics after the child has learned sight of from sixty to one hundred words.

Pre-primer period. The first step is to teach the child to recognize sounds as they are encountered in the speaking vocabulary. Ear training should precede eye training, as it is a very necessary preparation for the analysis of words. Visual discrimination should also be encouraged during this initial period.

Games and auditory exercises will aid the teacher in her work. Some of the following might be included:

1. Rhymes.

a. Repeat a rhyme, as "Here is a cake for you to bake," and ask the children to tell the words that rhyme.

b. Read a rhyming story and have the children supply the words that rhyme.

c. Play "I am thinking of a word that rhymes with cake."

d. Say the name of something in the schoolroom and have the children tell words that rhyme with it.

e. Play the labialization game, using names that begin alike.

f. Pronounce a child's name and have all the children whose names begin like his stand up.

2. Specific sounds.

a. Play an "imitation game." Have the children imitate sounds as made by cow, cat, dog, whistle, teakettle, etc.

b. Play the above game and let the children guess what makes the sound.

3. Initial sounds.

a. Ask the children to tell the words that begin the same in the sentence, "Baby likes to play with the ball."

b. Pronounce a list of words, such as *rill, bake, ray, sill, rake, bill*, and ask the children to tell the words that begin with the same sound.

c. Put a line of words in the pocket chart, such as *saw, baby, come, and find*. Have the children find a word that begins like *can*. Think of other words that begin like *can* and *come*. Continue with the exercise.

Primer period. The second step includes the teaching of many sight words which cannot be attacked otherwise, and the use of simple exercises in phonetic analysis as aids to word recognition. Teach the children to recognize all initial consonant sounds during this period. This may be accomplished through the use of games and other activities.

1. Have the children make pictures of clothes to hang on a line. Cut these out and print on each a consonant sound. Take in the washing or hang on the line as the consonant is sounded.

2. Tell the children a continued sound story, using the consonant sounds to develop the story. Continue the story for several weeks.

First-grade period. The third step is the teaching of similarities and differences in sight words encountered in the reading lesson. No formal training in phonics should be given during this period.

1. Select a word from the reading lesson. Have the children think of words that sound like it as the words are written on the blackboard.

2. The teacher tells a story developing a certain family of words. These are printed on the blackboard as they are given.

3. Construct an alphabet house. Cut figures of people from a catalogue. Mount them on cardboard and on each print an

initial consonant sound. Select a phonogram from the reading lesson. As a figure is either put into or taken out of the house, a word is made by a combination of the consonant and the phonogram.

4. Hectograph columns of words which have been encountered in the reading lesson. Have the children circle all the words in a column which are the same as the word at the top.

5. Have a treasure hunt. Place cards along the blackboard ledge. At a signal direct the children to hunt for words with a certain phonogram in them.

6. Print on cards words that contain phonetic elements. Above the ledge of the blackboard print phonograms. Distribute word cards to the class and have them place the cards under the correct phonograms.

Second-grade period. The work of this grade level should include formal instruction in word analysis, not only during the spelling period, but also as opportunity arises in the reading classes. The children should be encouraged to make independent use of their previous knowledge of sounds in attacking new and more difficult reading material.

Principles and definitions should be formulated and ample opportunity provided for the application of these in the recognition of new words. Specific drill may be given in finding little words in longer words, finding certain word elements in words, learning long and short vowel sounds in certain words, studying the results of addition of certain endings, changing certain letters to other letters.

In attacking a new word, the teacher should first of all help the children to get the thought of the sentence. If they fail to recognize the word by this means, the

teacher should then help them analyze the word by showing them words that contain the same element.

Additional activities. These may include the following:

1. Make booklets. Paste pictures in these to represent the sounds that have been studied.

2. Make a large class book. On its pages paste pictures. The names of the pictures should begin with the letter at the top of the page.

3. Make charts of pictures and rhymes about certain elements learned during the sound lesson.

The teacher of phonics should very early decide upon the methods she wishes to use and direct her teaching to goals along that line. Both teacher and pupil must do faithful, careful work in order to bring the desired results in phonetic analysis.

To secure facility in word analysis, children must be taught to recognize initial, medial, and final elements. Few elements should be taught. These should be the ones most frequently used. Hearing and identifying elements in context is far better than drill on isolated forms.

It has been the tendency to charge the primary teacher with the full responsibility of providing each pupil with a means of becoming an independent reader. However, investigators point out that children have need of sounding out words during all their years of reading. Therefore, let us remember that teachers in all grades should continue phonetic analysis as well as other forms of word recognition.

MARY WOODWARD,
Critic Teacher,
Southwestern Junior College.

School Activities

THE school is often a subject-centered institution in which the teacher is the most important individual in the room. She selects and organizes the materials, plans the lessons, makes the assignments, asks the questions, does most of the thinking, and usually all the examining, evaluating, and rewarding. Often classroom procedures are formal and measured largely by the pupil's ability to do the prescribed stunts of education. In short, the pupil is made to fit into the school without developing his own initiative.

Through school activities, a beautiful opportunity is given for the child to develop his own interests, abilities, capacities, ambitions, aspirations, and self-initiative. In activities, the child assists in selecting and organizing the material, making the assignments, asking the questions, doing the thinking, evaluating the progress, and recognizing and honoring achievement. Procedures are largely informal, co-operative affairs. Growth, rather than skill and information, is the criterion of success.

Some of the characteristics of good school activity are these:

1. *Interest.* Capitalize on the child's interest. Minimum essentials, the usual objectives of teaching, come as by-products of the activity.

2. *Initiative and creative self-expression.* Emphasis is placed, not on technical perfection, but on the child's development. Through helping to select, organize, and utilize settings and materials, he is stimulated to develop his own ideas and to set his own standards, just as any inventor, artist, writer, engineer, or statesman. He is not forced to approximate current standards or to imitate closely the work of others.

3. *Activity.* Children are mentally, physically, socially, and spiritually active. Activity is not encouraged for its own sake, but for the growth of the pupil.

4. *Freedom.* This is not a complete, do-as-you-like-and-go-home freedom, but a release from fixed schedules, rigid conformity,

severe restraint, and deadening routine. The child makes his own contributions and helps to evaluate his own work as well as that of the group.

5. *Social adaptation.* Individual competition is not stressed for purposes of motivation. The child forgets himself, and all children work for the good of the project. The child who has not been liked or wanted by the other children, and who usually plays alone, now has a feeling of self-respect, for his contribution to the project has won the respect of the group. This self-respect helps him to be a better mixer. It comes from the fact that the child himself determines what contribution he will make to the activity, and he usually chooses something in which he is interested and which he likes to do. Consequently, he does it well.

Activities help to overcome self-consciousness and oversensitiveness of seventh and eighth grade students.

One activity which has been successfully carried out is that of a toy store. Awhile before Christmas, the children were naturally interested in toys and decided to make some. They started making brightly colored toys of three-ply wood with a coping saw. Many also made useful articles, such as toothbrush holders, pot-holder hangers, doorstops, and clothes hangers.

One girl brought a sewed stuffed-animal toy to school. Immediately the girls of the sewing class started to work on stuffed toys, also woolly, cut-yarn animals.

A few minutes were taken one day to display to the group everything each child had made. There was much admiration from all the children. Someone finally said that these toys looked as nice as the toys bought at the store. Then someone suggested a toy sale, and added that with the money therefrom they perhaps could buy some long-desired library books. They set about planning.

When would they have the sale? They would have a short program to which par-

ents and others would be invited, after which they would sell their things.

How would they do it? The boys of the woodwork class would make the toy store, which could be brought to the auditorium. This was a rather crude affair, with counters on four sides. Above the front counter was a sign which contained the name of the store.

Who would do the lettering of the name of the store, and make tags for and place prices on the articles? The art classes became interested in learning lettering. Pens were acquired, and thirteen beautiful charts and other materials on lettering were sent free by the Hunt Pen Company, Camden, New Jersey. A hobby for the rest of the year grew out of this and continued long after the store was forgotten.

Who would be the storekeeper? Everyone wanted to do this, and it was decided to take turns. In arithmetic classes, the students asked if they might learn how to count change to a customer quickly. They learned a great deal about money and played store frequently with paper money, actually "making change." They liked this so well that they were often observed doing it during playtime. There were none in the group who could not make change quickly and well.

It was decided that many useful articles they could make might be sold. Clay modeling of vases, the painting and shellacking of which were done by the older children, provided an interesting handicraft.* The sewing classes made small useful articles used in the home, such as pot holders, dish towels, and aprons.

Some of the language classes had been studying the writing of poetry. A number of poems written were very good. A child suggested that the group decide on the best ones, and that they be bound into a poetry book. Several of these books were made with decorative covers.

Other contributions included crayon, water-color, and chalk work of every description; wall pictures framed by the children with glass, passe partout tape, and Dennison's hangers; tapestry; and beauti-

*A very helpful book is *The Handbook of Modeling and Pottery Craft*, American Art Company, Indianapolis, Indiana.

fully colored paper and cardboard toys, movable jointed and stationary, made by the smaller children.

Helpful material (some of it free as marked) containing designs and suggestive projects which are useful in carrying out a project of this kind may be obtained from the following sources:

American Art Company, 1706 Hayes Avenue, Sandusky, Ohio. (Free material.)

Ohrenschild, Helen E., *Bradley's Designs for Beginners in Woodwork*. Milton Bradley Company, Springfield, Mass.

Allen and Cotton, *Manual Training for Common Schools*. Charles Scribner's Sons, New York.

Something to Do for Boys and Girls. Pacific Press Publishing Association, Mountain View, California.

Nisbet, Vida A., *Stuffed Animal Toys to Cut Out, Stuff, Sew, Draw, or Paint*. Harter Publishing Company, Cleveland, Ohio.

School Service News, December, 1941. 200 Madison Avenue, New York. Ask for bulletin on Cut-Yarn Animals also. (Free material may also be secured from the J. C. Yarn Company, 116 Spring Street, New York.)

The Instructor Handcraft Book. F. A. Owen Publishing Company, Dansville, New York.

Problems and Ideas. American Crayon Company, Sandusky, Ohio. (Four paper-bound portfolios for \$1.)

Tessin, Louise, *Childhood Art*. Milton Bradley Company, Springfield, Massachusetts. (Free.)

The alert, wide-awake teacher is always on the lookout for activities that spring out of the interests of the children. The Junior Missionary Volunteer Progressive Class work offers fine activities in which interest may be aroused and clubs and classes organized which are carried on outside of school hours by some member of the community who is qualified. Useful, interesting activities, such as gardening, photography, campcraft, sewing, and cooking, also carry over into work at home and afford many happy, useful hours for the children.

School activities also have their weak-
Please turn to page 30

Methods in Science Teaching

MOST Seventh-day Adventist secondary schools are operating on about the same class schedule, as far as length of period is concerned, as was used twenty-five years ago. The forty-five-minute period is long enough for almost any recitation, examination, or classroom discussion for which all student preparation is done outside of class. And there is no doubt that it does shorten the working hours of the principal and the teachers who do not do laboratory work. For science classes, however, the inflexibility of the program is a serious handicap.

Partly because of the length of period and partly because of precedent, the generally accepted program of work in science classes is four recitations a week with a two or three hour laboratory period held regularly on the day of the week which offers the least inconvenience to those concerned. In arranging for the laboratory period, partly on account of the time and partly because of inadequate apparatus, there is, especially in physics, a rotation of laboratory experiments. A certain number is selected to be done within a certain number of weeks, a schedule is made up and posted, and the students follow the schedule.

In such a program as this, the principal emphasis is placed on the textbook work. There can be no close correlation between the classroom work and the laboratory work. In fact, it is not unusual for the classwork on a certain topic to come from three to six weeks before or after the related experiments. The disadvantages of such a program are obvious.

Because of the evils of the above procedure and partly because of limited apparatus, the demonstration method has been used more or less widely. And it might be said that students may indeed learn much more from a skillfully performed demonstration with ample explanation than from crudely performed experiments of their own. Without a doubt demonstrations have a real place in teaching, but substitution of demonstrations for students' experiments to

any great extent is certainly not to be encouraged. Furthermore, in State-accredited schools the students will probably be required to perform a certain minimum number of experiments.

Many science teachers and administrators have long been aware of the low efficiency of the weekly laboratory period. And because the demonstration method has not been satisfactory, provision for longer periods has been made in the programs of most of the public schools. This has been a real boon to the science teacher who would use it to advantage. Principals of Seventh-day Adventist schools would do well to study the problem of longer periods for science classes in their own schools.

In the school in which the writer is employed, academy biology is offered each year. Chemistry and physics are offered on alternate years. The program is very rigid, and there seems to be no opportunity to secure double periods. The situation has been remedied somewhat, however, by shifting the periods of the day so that chemistry or physics, as the case may be, comes the first period in the morning, and biology immediately after the lunch period. By promptly leaving breakfast and dinner, the students can reach the classroom long enough before the usual time to give fifty-five or sixty minutes net time to each class period. Most of the students prefer this to a longer time on Sunday, or some other day, as would otherwise be necessary. Co-operation has been excellent, although those at the last table in the dining room are sometimes a little late. A few times it has been found necessary to do work outside the regular periods thus provided.

Before the longer periods were arranged for, the old system of teaching, using weekly laboratories, was employed. The longer period has made it possible to depart from this procedure and try out two other methods. In the first of these, employed last year, regular daily assignments were made in the test, but whenever the material was

suitable or whenever there were experiments paralleling it, the students worked in the laboratory. A little less time was available for classroom discussion and recitation, but many more experiments were performed than were otherwise possible. And these were performed at the most opportune times. Often as much as a full week was devoted to laboratory work; then there were times when no laboratory work was performed for as much as two weeks. The textbook work and laboratory work on a given topic were taken the same day.

The situation put a little extra responsibility on the student in his individual preparation. But, backed by a vigorous testing program, the system was very effective. On the whole the desirable features far outweighed the undesirable ones. A seventy-minute period would have been better than a fifty-five or sixty minute period. Any qualified teacher can employ this method in his teaching. The results have been found very satisfying.

The second method has been taking form in the writer's mind for several years. This last summer some new manuals in biology and chemistry came to hand, which, with the longer periods, gave an opportunity for trying it out. The real difference between this and the previously described method is that the experiment manual rather than the text is followed. Any good textbook can be used with the manual. In order to answer the questions in the exercises and to understand the experiments, the students must study the text more diligently than in the other method. Reference pages for all the leading textbooks are listed in the manual, which is organized into units, problems, experiments, and exercises.

A practice found to be fairly satisfactory with the manuals in use is something as follows: When a new topic is begun, as in chemistry, the "preview," with the pages in the textbook, is assigned to be studied. The first class period and perhaps even the second may be spent doing experiments. The following day will be spent in discussion and recitation. If time permits, the students may read the exercises as they have filled them in, or there may be questions and a discussion on the more difficult exer-

cises only. After the unit is completed, a review and a test are given. Objective tests are furnished by the publishers. Variation may be obtained by using "Instructional Tests" such as those published by the World Book Company.

In so far as real efficiency is concerned, it is a little early to evaluate the relative merits of these two methods. Exercises are certainly helpful, and some time must be spent on them in class. Whether the student actually learns more from a discussion of exercises during the class period or from teachers' questions and board work based on a study of the textbook is an unanswered question. The textbook method is easier to employ, but the experimental method has possibilities and surely deserves exploration. Any good manual can be employed in the first method. The ones in use this year are the only ones known to the writer in which the text is used for reference rather than direct study. It might be said that these manuals do have some very fine features which are not found in most manuals. Supplemented by demonstrations and a few other experiments, they are excellent indeed. So broad is the one in biology that there is some question whether all the units can be covered in a school year of thirty-six weeks.

One cannot but wonder why some variations in method would not be advisable in the college sciences. The practice of offering ten hours in basic science courses with three lectures and two laboratory periods weekly is a move toward the laboratory method in the colleges. The employment of a double period with textbook work and laboratory work combined, as described in the first method above, would be interesting and perhaps is not unthinkable. More, but shorter, laboratory exercises would have to be worked out.

It might be said that probably no method will solve all classroom problems or prevent failures. But explorations in new methods and techniques will bring new interest and vigor to the work.

PAUL M. FOSTER,
Instructor in Science,
Southwestern Junior College.

The Play Period and the Playground

THE playground is one of the things that may cause the church school teacher a great deal of trouble. Most teachers learn by experience how to deal with this problem, but some continue to have trouble year after year. There are a few mistakes made by these teachers that can be easily corrected. One of them is failing to understand what the playground really is. One dictionary defines it as "a piece of ground used for recreation, especially by children under supervision."

The fact that careful supervision will help eliminate the trouble that playgrounds sometimes cause teachers is vividly demonstrated by three cases chosen from a survey, made in a Western city, of elementary teachers and their relationship to the playground. One of the questions in the survey was, "Why do you like the period the children spend on the playground?"

One teacher liked that period because, as she said, "I can turn the children loose and for a few minutes forget about them." The survey revealed that on this teacher's playground, which had several thousand dollars' worth of play equipment, there were several bullies, numerous injuries, torn clothing, and an astounding number of fights.

Another teacher answered the question thus: "I like the play period because I can let myself go and be one of the boys." So well did he become "one of the boys" that the principal of his school reported that in all her school experience she had never seen a teacher shown so little respect by his pupils.

A third teacher replied, "I like this period because I can see that my pupils get the exercise necessary to keep growing boys and girls quiet in the classroom. I also have the opportunity to teach them how to enjoy themselves and put to good use their leisure time. In their play I help to prepare them to become good citizens of the future."

If teachers all over the nation could an-

swer this question as well, much of the sordidness of modern life would be eliminated. The fact that, in the past, teachers have failed in their responsibility and that men and women were lacking in their education, was demonstrated in the early thirties when the United States Government had to spend thousands of dollars teaching them how to use their leisure time. These men and women were the boys and girls whose teachers, just a few years before, had failed to develop all the possibilities of the playground.

"What," it may be asked, "are the possibilities of the playground?" The teacher should remember that boys and girls of elementary ages are in the process of physical and moral growth as well as mental development. Here the child develops many of his personality traits as well as recreational skills. The playground is perhaps the most important factor in the development of healthy, active bodies.

Allowing the children to plan their own activities on one or two days a week will give them opportunity to develop leadership and self-confidence. If the teacher chooses all the activities, she may make the playground devoid of fun. Fun is very important to the growing boy or girl. When the teacher finds pupils preferring the classroom to the playground, the reason may be that too rigid a play program has taken all the fun out of the playground activities.

Some teachers let the success of the play period depend too much upon the play equipment. It is ideal to have some equipment, but it is not essential to a profitable and enjoyable time on the playground. Never let it be said of a teacher that she has a "one-game playground." This can be avoided by having several games of different types for children of various ages.

Here are a few suggestions:

Single-circle Games

Slap Jack

Cat and Rat

Flying Dutchman, or Too Late
for Supper
Have You Seen My Sheep?
Drop the Handkerchief
The Beetle Goes Round

Double-circle Games

Three Deep
Third Man
Squirrels in the Tree
Fire in the Mountain

Line Games

"Lemonade" or "Trades"
Sticks
Pom, Pom, Pull Away
Last Couple Out

Hunting Games

Hide and Seek
Sardines
Run, Sheep, Run

Tag Games

Cross Tag
Squat Tag
Skunk Tag
Wood Tag
Chain Tag

Ball Games

Handball
Baseball
Dodge Ball
Volleyball
Basketball
Churches
One Old Cat
Catch
Work-up

Skill and Achievement Games

Rope Skipping
Marbles
Tops
Jacks
Rail Walking
Broad Jump
High Jump
Basketball Toss
Accuracy Throw (ball or
bean bag)

Relay Games

Necktie Relay
Obstacle Relay
Handful Relay
Shock

If the teacher does not have such a list already, a very complete list of games and rules may be purchased for fifteen cents from the Superintendent of Documents, Washington, D. C. Ask for Bureau Publication No. 231, *Handbook for Recreational Leaders*.

In planning games for the playground, the teacher should include at least one of strenuous activity, as most children have a seemingly unlimited supply of excess energy. The game should not last too long, because children of elementary-school age tire easily in spite of this energy.

The rainy and cold days, when children cannot use the playground, can be made ones to which they can look forward, if the teacher has made sufficient plans in advance. Calisthenics, marching, indoor games such as bean bags or shuffleboard, and games to be played on the blackboard, will keep the children happy. Rainy days can be made into "hobby days" when the children may work on their hobbies.

Many schools have little or no playground equipment, and this feature of the playground is one on which the teacher may have to work the hardest to correct. However, parents, Home and School Associations, and school boards, when shown the need for and the benefits derived from simple equipment, are ready to co-operate with the teacher in obtaining the article or articles needed. The teacher should study the age group and choose the most suited equipment before requesting any expenditures for the playground.

For the use of the lower grades, a sandbox is a very valuable addition to any playground. This need not cost very much. The material for the box consists of four 4" x 4" pieces, three feet long, and four 2" x 12" planks from six to twelve feet long. Dig four holes, two feet deep, in the corners of a square the size the planks will make. Set in the 4" x 4" corner posts and nail the planks to them. Fill the enclosure with

sand. For three or four dollars the teacher will have a place where the smaller children can build roads, cities, caves, and many other things they love so much. The sand-box requires constant supervision, as it takes such a little bit of sand to make an eyeful, and children sometimes will throw sand.

Rail walking is a modification of walking the top of a board fence. Not only is this fun, but it develops grace of movement, poise, and good posture. Rail walking or activities that require balancing, such as carrying a book on the head or a glass of water on the hand, are good recreation for children, as balancing alleviates nervousness. A walking rail can be made by fastening a 2" x 4" of any desired length to blocks or posts so that it rests two or three inches above the ground. This is an inexpensive but valuable piece of playground equipment.

Teeter boards, slides, and swings are not recommended unless special care is taken in their erection and special supervision is given in their use. The majority of serious injuries to children on the playground are

received while playing on these pieces of equipment.

A pit for jumping, two feet deep and ten feet square, filled with sawdust or shavings, a post for tetherball, backboards and hoops for basketball, a backstop for ball games that can also serve as a handball court, and standards for a volleyball net, are other pieces of equipment that can be added to the playground with little or no cost. By purchasing material from a house-wrecking company, all the equipment mentioned, with the exception of the three pieces not recommended, can be built for a material cost of from twelve to fifteen dollars.

The playground and the play period should be given careful study and made the subject of the teacher's prayers. Teachers must not think of this part of the school program with indifference. Playground directors and psychologists know that the playground is the place where the child develops many of his traits of character. Teachers, the playground is what you make it.

LYMAN L. HAM, *Principal,*
Dixon Junior Academy.

NEWS from the SCHOOLS

KENNETH A. WRIGHT was chosen educational secretary for the Southern Union at the recent union session. He is at present principal of Forest Lake Academy.

B. G. WILKINSON, president of Washington Missionary College, recently visited Union College, the College of Medical Evangelists, and Pacific Union College.

SPEECH STUDENTS at Pacific Union College have been invited by the county board of education to give a series of talks to twenty of the elementary schools of the county.

STUDENTS AND FACULTY of Union College raised \$5,317.75 in four weeks for a new recreation hall. The goal had been set at \$4,500. The extra funds will be used to buy equipment for the new building.

APRIL 9 is the date set for the dedication of the new academy building at Pacific Union College. This date was chosen for its nearness to the anniversary of the opening of Healdsburg College, on April 11, 1882.

WALTER E. MCPHERSON was elected president of the College of Medical Evangelists at the board meeting held February 1. Percy T. Magan, who for many years has carried that responsibility, was elected president emeritus.

A THREE-YEAR COLLEGE CURRICULUM, made possible by the addition of summer school, was approved by the Walla Walla College board. This will enable many of the young men to complete their college work before entering national service.

MRS. MARY MONTGOMERY, matron at Washington Missionary College for eighteen years, died March 24 at the Washington Sanitarium and Hospital. Her death resulted from an attack of pneumococcic meningitis. A memorial service was held in Columbia Hall March 27.

AUBURN ACADEMY is laying plans to rebuild the furniture shop, which was destroyed by fire on January 24. Of the total loss of \$45,000, approximately \$30,000 will be recovered from insurance. The shop-work is being carried on temporarily in the gymnasium.

A LANDSLIDE caused considerable damage at Pacific Union College on the morning of February 6. Several thousand tons of mud and rocks, loosened by heavy rains, broke loose from the cliff behind the administration building and caused the slide. The history classroom was caved in and half filled with mud. Damage was also done to the science building.

DENTON E. REBOK was elected president of Southern Junior College at the recent session of the college board. He has been assistant professor of theology at Washington Missionary College during the two years since his return from China, where he served as educational secretary for the China Division.

TWO COLLEGE CHOIRS have furnished music for the Voice of Prophecy coast-to-coast broadcasts. They are the La Sierra College a capella choir under the direction of Harlyn Abel and the Washington Missionary College choir directed by George W. Greer.

TAQUARA ACADEMY, in the South Brazil Union, reports an enrollment of 188. Nearly \$375 was collected in the Harvest Ingathering campaign. More than twenty of the students joined the baptismal class at the close of the Week of Prayer.

THE PACIFIC UNION COLLEGE BOARD, at its annual meeting, February 23, authorized the erection of a gymnasium and recreation hall. This is to be used in connection with a program of physical education for all students.

W. E. McCLURE took up his duties as principal of Helderberg College, South Africa, on January 1. He was formerly principal of the Malamulo Training School.

FOUR COOKING UNITS for the home economics classes have been purchased by Lodi Academy. Each unit consists of stove, sink, table, and cabinet, and will accommodate two girls.

C. P. CRAGER was recently elected educational secretary of the Mexican Union Mission. Plans are being developed for stronger educational work in that field.

Poetry in Pictures

Continued from page 13

wholesome, attractive, and unsuspect—in order to maintain mental and spiritual balance. Nature study by means of pictures does not eclipse the wish to study it firsthand; on the contrary, this aspiration may be greatly strengthened by the means of natural-color photography.⁴

¹ Poems ready for exhibition are Tennyson's "The Brook," Lowell's "A Day in June," Masefield's "Sea Fever," Keats' "By the Sea," Byron's "Apostrophe to the Ocean," Moore's "The Last Rose of Summer," Kilmer's "Trees," Coleridge's "November," and Shelley's "Ode to the West Wind." Others are in preparation.

² L. H. Christian provides a current instance in writing: "It is often said that country people are better thinkers than city dwellers. If that is true, the reason isn't alone that they have more time and quiet, but that they are closer to nature. . . . Observation of plants and birds and the ordinary animals is a great help to thinking."—*Review and Herald*, March 5, 1942, p. 6.

³ Ellen G. White, *Ministry of Healing* p. 370. Several columns of references appear under "Nature" in the *Index to the Writings of Mrs. E. G. White*.

⁴ The writer is inclined to encourage others to undertake production of poetry in pictures. Film and equipment are costly, but, spread over months and years, both are available at less total expenditure than many non-Adventists require for tobacco. Pictures may be shared unselfishly with many others to whom they will bring a wholesome pleasure. Probably it is only fair to add that the editing of pictures for use with poetry is difficult, even after illustrations for every line and phrase are in hand. It seems advisable to experiment thoroughly with short passages before attempting longer ones.

School Activities

Continued from page 23

nesses and should not be used to excess. Some weaknesses are:

1. The unified attention of all pupils is not always secured.

2. Important information and skills often do not "get across" to all pupils.

3. Few provisions sometimes are made for attentive repetitions and drills.

Notwithstanding these weaknesses, activity methods have a valuable place in the school curriculum. The alert teacher can find a "middle-of-the-road" solution.

GWENDOLYN SOMERS-HARRIS,
Critic Teacher,
Washington Missionary College.

Spare the Rod

Continued from page 11

It cannot be said that the rod should never be used. There may be times when nothing else can do quite so well. But it is much better to do everything else before resorting to corporal punishment, and this

will not have to be used very often. Parents feel much better when their children are punished in other ways than by whipping, and other methods are usually even more effective.

Whatever method is used, the teacher must be careful in her dealings; she must not do things for which she will be sorry afterward. It is better to be a bit lenient than to be brutally severe. God has placed these children in the teacher's care, and He expects her to treat them as younger members of His family. Only thus may she expect to hear His "Well done," and to gather all her boys and girls in the schoolroom above to learn from the Master Teacher.

Elements of Good Teaching

Continued from page 15

showing an inclination toward irritability, so that the children may be free from nervousness and haste. Solomon was right when he said that "he that ruleth his spirit" is better than "he that taketh a city."

With orderliness and quietness, much may be accomplished through carefully supervised study and individual instruction. With a spirit of comradeship being engendered day by day throughout the program of work and play, the hearts of the children will be turned toward the teacher, and the heart of the teacher will be turned to the children. In the train of this co-operative unity will follow the marked advancement of the pupils and the consequent satisfaction of parents and teacher.

¹ Ellen G. White, *Counsels to Teachers*, p. 67.

² Ellen G. White, *The Desire of Ages*, p. 511.

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