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Other Viewpoints

"EDUCATION is the only defense activity that has double duty, the double duty of preparing the people for war and of building understandings for peace."—*Myrtle Hooper Dahl*.

Growth is "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experiences."—*John Dewey*.

"Dream not of noble service elsewhere wrought;

The simple duty that awaits thy hand
Is God's voice uttering a divine command;

Life's common duties build all that
saints have thought."

—*Minot J. Savage*.

"The world is full of misdirection and waste; but all the calamities and losses endured by mankind through frost, drouth, blight, hail, fires, earthquakes, inundations, are as nothing to those habitually suffered by them through human idleness and inefficiency, mainly caused (or excused) by lack of industrial training."—*Horace Greeley*.

Speaking of Pembroke College, H. M. Wriston, president of Brown University, said that its success "is vitally dependent upon neither dollars nor dormitories." "If, with renewed faith, it sets out to pioneer in understanding students, in arousing within them the determination to realize their fullest capacities, in warming their hearts, in stirring their zeal, in broadening their minds, it will succeed."

Why do students cheat? One experiment, extending for several months and testing more than a hundred college students, revealed that no A student cheated; 4 per cent of the B students, 23 per cent of the C students, 75 per cent of the D students, and 67 per cent of the F students cheated. Only 20 per cent of the students who cheated enrolled for further courses in the department, while 90 per cent of the noncheaters enrolled for such courses.

The question, "What is the happiest period of life?" was recently asked of 450 persons whose ages ranged from 65 to 98 years. The life span was divided into five periods—childhood, 5 to 15 years; youth, 15 to 25; young adulthood, 25 to 45; middle age, 45 to 60; and old age, 60 and over. More than half of the group said they were happiest during the period of young adulthood. Youth came next, with childhood as a poor third. Only 5 per cent found middle age and old age to be the happiest periods of life.

"Hiding behind the skirts of the university is the favorite frustration-technique of the teachers who do not want to do anything different from what they always have been doing [about college entrance requirements]. . . . Having developed a certain degree of security and skill in traditional procedures, they cling with might and main to the familiar, even when the factual supports are knocked from under them."—*W. V. Kaulfers*.

It has cost approximately \$1,000 a year to take care of one CCC enrollee. The NYA regular out-of-school work project costs about \$340 for each youth annually. This is twice what it costs to give one year of education to a student in the typical high school.

"A liberal education is in essence a four-fold discipline—a discipline in factual inquiry, a discipline in sensitive appreciation, a discipline in sane perspective, and, finally, a discipline in responsible belief, decision, and action."—*Theodore M. Greene*.

Effective January 1, 1943, five years of work on the college level (the fifth year in advanced courses) are required for the certification of new teachers for the secondary schools of New York State.

The whole experience of teaching and learning, in so far as the teacher and pupil are concerned, must become an artistic experience, not a humdrum, stifled routine.

The JOURNAL of TRUE Education

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

A Good Start

John E. Weaver

ASSOCIATE SECRETARY, DEPARTMENT OF EDUCATION

A NEW school year has recently opened in America with thirty million boys and girls and young people entering schools and classes from Bangor, Maine, to San Diego, California; from Dutch Harbor, Alaska, to Key West, Florida. Among this mighty host of children and youth are thousands of students entering Seventh-day Adventist schools. A new school year—what memories it brings, what anticipation it arouses! It is not only new in name, but new in almost every other way. There are new names, new faces, new teachers, new books, new paint, new friends, new experiences, new plans, new pictures, new tricks, new thoughts, and new ideas.

A school that has been well organized and is administered successfully runs about as smoothly as a 12-cylinder motor on 100-octane gas; no "coughing," no "spitting," no vibration, no noise, no "galloping," no knocking, no "wheezing," and no jerking. In fact, it runs so smoothly and quietly that it appears to run by itself. Such a school is a beautiful thing to see; it is a delight, a joy, a satisfaction!

But let some little thing go wrong, and it will not be long until the school is very much like the old "one-hoss shay" or the old benzine buggy chugging down the road on one lung, spitting, coughing, and shaking. This illustration may not be fully applicable, but the tragedy of a wobbling school gives one a pathetic picture of futility, disintegration, and approaching chaos.

It may be only a little thing that changes the whole school picture. The principal or the president or possibly a teacher may have the habit of being late to his appointments. Just a few minutes late, that's all, and soon students and teachers know that the last bell doesn't mean the last bell, and meetings, classes, meals, and worship begin when they begin, but not on time. Appointments start late and then run late—they do not begin or stop on time.

Again, it may be only small irregularities in student conduct: whispering, visiting, gum chewing, and inattention in class; loud, noisy talking in the halls; running up and down stairs; slamming doors. Maybe it is only "specializing" in social contacts in the hall, on the

campus, in the dining room, in the library, in the store. Again it might be "cutting" classes, chapel, and worship, staying up to study after the lights are out, or lying abed in the morning to catch up sleep. It is said that "little foxes . . . spoil the vines;" it is equally true that little irregularities, little bad habits, and little mistakes may spoil a school year.

The importance of a well-planned and executed first day and first week of school can scarcely be overemphasized. "A task well begun is half done" probably has more truth in its implied meaning than may appear on first thought. Students entering school bring with them as many different attitudes, ideas, habits, experiences, interests, capacities, anticipations, and ideals as there are individuals. It is no easy task for teachers to take these multifarious interests and needs expressed by vibrant, dynamic American youth, and direct them smoothly, wisely, and almost imperceptibly toward unified goals of achievement.

First impressions are often the strongest, and if they are also the best, think of the lasting beneficial results. Careful, thoughtful, prayerful planning should characterize the teacher's work in preparation for the first hour, the first day, and the first week of school. The truthfulness of the statement that "he who fails to prepare is preparing to fail" finds its fulfillment nowhere more surely than in the plans for the opening of a new school year. Hours spent in carefully outlining, arranging, and planning every detail for the smooth operation of the school as it begins its work, will bring days, weeks, and even months of happy, efficient work later on as the school year unfolds.

It does not take students long to evaluate the new teacher, the dean, or the principal. The students "size up" the teacher the first time they see him—the

way he looks, acts, and talks, how he dresses and what he does. However, it is not only the things the teacher does but also the things he does not do that count. The wise teacher will endeavor to make a favorable first impression by appearance, conduct, and attitudes. If this initial success is followed by a carefully thought out program of work and activities, a successful school year may be a bright prospect. "It doesn't cost anything to think, but it may cost a lot if you don't" could well apply to teachers in their plans for a new school year.

In order to bring into focus certain essential ideals and practices for the first days of school, I am listing a few suggestions below. Some ideas will apply primarily in the elementary school, others in the secondary, and still others on the college level. Most of the suggestions could probably be adapted in principle and in application to the various school levels.

1. Be on time to your first appointment with the class, school, or student group you are meeting.
2. Be pleasant, cheerful, and courteous. Do not talk too much or look too wise.
3. Have the detailed plans for the first day written down in the order in which you desire to carry them out. Do not trust to memory under such stress.
4. If parents are to be interviewed, have a time and place arranged beforehand.
5. Remember the time element. Do not attempt to do more than is possible in a given time. Either secure competent help or use another day.
6. Have textbook and supply lists ready to distribute to the students at the proper time. Exchange of books between students should be adequately provided for.
7. Do not give the students a long list of rules the first day or even the first

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Learning to Live

Geneva Kern-Alcorn

INSTRUCTOR IN HOME ECONOMICS,
LYNWOOD ACADEMY

EDUCATION is the ability to meet life's situations," says John G. Hibben, former president of Princeton University.

Vocational education faces the greatest opportunity of its whole history. The decline in the importance of the academic subjects and the increase in the emphasis upon the education of the whole individual, and upon conscientious adjustments to the changing social life, are all hopeful signs. It is more and more coming to be recognized that in human relationships and practical things in life, lies a means of education no less important than the studies usually known as cultural.

The teachers of vocational subjects resent the implication so often made by the exponents of the so-called "finer arts," that the study and the practice of the home arts should be pursued principally by those with lower intellectual ability. True, there are students who are able to become proficient in courses in which the hands are trained, who would fail to become the stars in the French or geometry class. But the world would be a very uninteresting place if all homemakers were chosen from among those whose mental ability is below normal. Why should teachers stress the less practical subjects and omit the essential subjects relating to the important phases of living? Why should they stress foreign language so strongly, when less than three out of each class of thirty-five who take these languages, continue them in college or make any use of them? It seems a pity to require only one vocational subject out of a total of sixteen or seventeen units when approximately 65

per cent of the students who enter secondary schools do not go through college to make use of the academic subjects.

For the last three years a class in the art of homemaking has been conducted for juniors and seniors at Lynwood Academy. The total enrollment was forty-eight, and of these twenty-four either are married or will be by the beginning of a new school year. This class is not taught to encourage marriage, but with a desire to develop in the students judgment to meet the responsibilities involved in setting up homes, and to develop traits of character that will promote family happiness. Is it not more important that a girl should know the satisfaction derived from wise management of time and family income, or have the ability to repair broken furniture, than to spend precious time accumulating knowledge which she will use slightly? Every girl should have a well-rounded education, and more counsel should be given to encourage her to enroll in these important courses.

Young people of the adolescent period are developing characters of stability and self-control, and their desire for excitement and activity needs to be guided into habits of thought and conduct which will be of aid to them in later years.

Vocational guidance may take other forms than vocational classes. One of the outstanding ways to bring to the girls the abundant supply of material which will aid them in their quest for the better things of life, is the use of special chapel periods, given over to the study of their

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Next September

Mrs. Albert Pohlman

MAYBE next year we will start a church school," the members told Mrs. Lee when she joined the Dwyre church. But next year arrived with a very good reason why they could not start one. And each succeeding year arrived with its own peculiar reason why such a church school should not be started until *next* year.

Always *next* year!

And now, all three of Mrs. Lee's children had reached school age and were attending public school. Since the talk of a church school *next* year, no less than sixteen of the then toddlers had reached school age, and entered the public school. About that same number had passed through the first eight grades without the privilege of a church school.

Even the fact that some of this number had quit coming to Sabbath school altogether, and that others of them were becoming more and more careless in their attendance, did not rouse the older members out of their careless postponement.

"Why doesn't your church have a school?" inquired Mr. Lee of his wife. He was not a member, but believed in his wife's views and was proud that she was trying to teach the children to love and obey God. He was an executive in his plant, and would have made an able and willing supporter of such a school, had there been one.

"Why don't we have one?" thought his wife to herself. But she could not tell him that three of the members were opposed to such a plan. Two or three members preventing something that the rest of the church wants! "Incredible!" you say. Not when one considers that those members were the most influential

in the church, and held the majority of the offices. Not when one considers that the other members, although in favor of having a school, were unwilling to exert the effort involved in starting one. Thus they gradually settled into the habit of promising themselves that *next* year they would do something about it.

Could it have been a lack of concern for their children that caused this careless attitude to exist? No, there was not to be found a more enthusiastic group of homemakers than these Dwyre mothers. Textbooks on homemaking were read, studied, discussed, enjoyed, and heartily approved in their society. Besides studying these books, they themselves wrote papers to be presented at the meetings.

"Our last meeting for this year will come two nights before Christmas," remarked the leader, "and that will, of course, mean a Christmas program."

"Oh, dear," sighed the secretary, "these Christmas programs are all so much alike. Wonder what the other societies are doing about their last meeting?"

"Why not get to the bottom of this Christmas business and find out how Christmas is celebrated or observed in Bethlehem, the cradle of all Christmases? Mrs. Reynolds has a son who has been in Palestine for four years, and she could probably tell us a great deal about it."

That night the secretary and the leader of the Dwyre Homemakers' Society drove the twenty miles to Cambridge, to call on Mrs. Reynolds. She ushered them into her spacious living room and seated them in front of the cheery fireplace. They did not notice, until they were settled, that the faces of both Mr. and

Mrs. Reynolds bore traces of recent tears. Until the conversation turned toward the son in the mission field, they did not notice the opened letter with the foreign postmark which lay on the table. The Reynoldses then told how they had just finished reading this letter for the third time.

"Good returns on our investment," beamed the proud father.

"Investment?" inquired the visitors.

"Well, you see, that is the way we speak of it to each other," offered the wife by way of explanation.

The curious young women were not helped in the least by her explanation, but they waited.

"When we were very young," went on Mrs. Reynolds, "we received a great heritage. Two ways of investing this heritage were open to us. We couldn't decide at first which of the ways to choose. Our decision was guided by a very wise man.

"Our friends who also had a legacy to invest, did not listen to his counsel and chose another way.

"My dears," she said, noticing their keen interest, "our heritage was a small son. We placed our son in the church school, and our friends put their son in the public school. I need not tell you that their ways were widely separated during the first eight years of their schooling. At the end of that time, the one boy refused to go away to the academy, for his friends and interests were all associated with the public school. Our lad had no other thought than to enter the academy. His friends who had gone through the church school with him were all planning to go. His Christian teachers had instilled in his young

heart a desire to become a missionary.

"When the boys had finished their high-school days, the one in the public school and the other in the academy, their earlier ambitions were all the more strengthened, the one to become a missionary, and the other to become a champion football player.

"The lad with the athletic ambitions was injured in a game of football during his junior year at college. He lay on his back for months with no chance of recovery, and had no spiritual experience to comfort him during his last long months, finally dying without hope.

"Tonight, as we read the letter from Jim, telling about a recent baptism of fifty converts, of the mission newly established, and of many other wonderful experiences they are having, our cup of joy is full. We praise God that we were guided by the wise counsel of the educational superintendent to invest our greatest heritage of all in a church school many years ago. Now we are reaping an interest that will go on and on and multiply in the years to come, the full benefits of which will never be known until that final day."

The visitors almost forgot their errand, so impressed were they with what they had heard. After they had received Mrs. Reynolds' promise to be guest speaker for their Christmas program, they started home.

The first half of the journey was made in silence. Two faces burned with shame and condemnation for the influence they had cast in past years, in opposing a church school. Two hearts resolved that they would turn this influence about and start at once on definite plans for next September.



Courtesy in the College Home

Pearl Rees

DEAN OF WOMEN,
UNION COLLEGE

WHAT a powerful argument would be produced in favor of this message if the students in its schools were known for their Christian refinement, courtesy, and thoughtfulness! All too many young people lack careful home training and firm discipline and grow up self-assertive and discourteous, trampling on the feelings and rights of others. Unfortunately, some young men and young women who come to Seventh-day Adventist institutions are no exception. Worse still, some go from the schools with little effort's having been made to remove such handicaps, or, such effort's having been made, they themselves refuse to assimilate the lessons in heart culture that make a man a Christian gentleman and a woman a Christian lady. "The lack of true dignity and Christian refinement in the ranks of Sabbathkeepers is against us as a people, and makes the truth we profess unsavory. The work of educating the mind and manners may be carried forward to perfection."¹

In order to teach attractive virtues to others, the dean must be an embodiment of them herself. In order to teach refinement, courtesy, and thoughtfulness, she must be refined, courteous, and thoughtful at all times, under all circumstances, and in all places. Not only her words and actions but her dress must be representative, for a person's character is judged by the style of dress worn. "A refined taste, a cultivated mind, will be revealed in the choice of simple and appropriate attire."² Dress is an index of character and reveals with unflinching accuracy the story of one's ideals and stand-

ards—a story that all who see may read. One's clothes express oneself; they reflect one's background and cultural training. It is important, then, that the dean should make the best of her appearance, so that the story told by her clothes may call favorable attention to the high standards which she must at all times hold.

The strongest factor in the school home, however, is not the dean, but the group of "old" students, for they have a tremendous influence upon the lives of the new. The dean may have every desirable qualification, the arrangement of her dormitory may be perfect, and the regulations well in hand, but unless she has a co-operative student body, very little can be accomplished. It is of utmost importance, then, that the "old" students, as well as the dean, be an embodiment of refinement, courtesy, and thoughtfulness; and as their lives touch the lives of others, here a little, there a little, the problem will not be a difficult one to solve.

The atmosphere which surrounds the school home has much to do with the teaching of refinement, or just the opposite. An atmosphere of being lovingly cared for and of having for its first consideration the comfort and happiness of the students whose home it is, should surround every school home. From the campus lawn to the darkest corner of the dust closets, everything should be immaculately clean and neat. The dean's own rooms should be a model of neatness, good taste, and attractiveness, not in the cost and quality of their furnishings, but in the richness of the atmosphere of culture and refinement, radiat-

¹ Ellen G. White, *Testimonies for the Church*, Vol. IV, p. 358.

² *Id.*, p. 643.

ing good cheer, hospitality, and comfort—an ever-present example. The same atmosphere should emanate from every room in the building. Thus, all unconsciously, the life of the student is being molded in the finer virtues.

The Bible gives many examples which can well be used in teaching refinement and courtesy. Christ is the perfect example. He was courteous "even to His persecutors; and His true followers will manifest the same spirit. Look at Paul when brought before rulers. His speech before Agrippa is an illustration of true courtesy as well as persuasive eloquence."³ Nowhere, in the Bible or out of it, can be found a more beautiful example of courtesy and gracious hospitality than that which Abraham showed the angels who visited him in the plain of Mamre. There are many other beautiful illustrations which can be used.

One worship period each week could be devoted to the study of courtesy. Students enjoy these evenings of self-improvement and heartily enter into the programs and round-table discussions when opportunity is offered. Knowing how to do the right things at the right time gives youth ease and comfort, and they like it. Such instruction will not endow our students with charm, with gentle manners, or with ease, but if they follow the instruction regularly in everyday life, and not just on special occasions, they will first acquire ease and confi-

dence, then good manners, and finally the charm which comes with doing not only the right thing at the right time, but the kind and courteous thing.

Besides the instruction given at the worship hour, a Good Form or Courtesy Week is profitable, at which time the resident students may share in the discussions given in the chapel period as well as at the evening worships. Such a week, carefully and prayerfully planned, will bring any school up to a higher moral and spiritual plane, and its influence for improvement will be felt throughout the remainder of the school year.

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³ Ellen G. White, *Ministry of Healing*, pp. 489, 490.

Need for Speech Instruction

Mrs. Mabel Curtis Romant

INSTRUCTOR IN SPEECH, LA SIERRA COLLEGE

THE gift of speech is one of God's greatest gifts to man. Only the person who plans to live a Robinson Crusoe life can afford to neglect a study of the art of correct reading and speaking. Martin Luther once said: "He who speaks well is a man." "Whatever his calling, every person should learn to control the voice."¹ A person's voice is the most characteristic thing about him. It reveals his disposition, his breeding, his country, the state of his health—in fact, his voice tells the observant stranger a great deal more than the speaker may care to have known.

The ability to read and speak well will not come as a result of practice alone. There must be practice under instruction. A careful study of self is necessary. Every person who has a desire and a determination strong enough can overcome his defects—can become a good reader and speaker.

The value of a good voice cannot be overstressed. Andrew D. White, on his eightieth birthday, in a message to the students of Cornell University, wrote: "A firm, strong, pleasing voice is one of the best factors of success, both in and after college. How many good speakers I have seen fail in securing attention because they were not heard."

One of the most desirable qualities a speaker must possess is distinctness, be it in conversation, in public address, or in platform work of any kind. To this quality must be added strength of voice—not mere loudness, but power. This power necessitates correct breathing, purity of tone, and agility in changing pitch. Americans are said to be notorious for their slovenly, indistinct,

jerky speech habits. It should be the aim of all speech classes to work toward charm, beauty, and force—or power—in speech.

All speech consists of three elements which must be trained to be responsive to the mind. First, there are words, the symbols which reveal ideas; second, voice, the various modulations of which reveal our feelings and convictions; and third, actions, which reveal character.

If one would become an interesting, commanding speaker, he must develop his power of personality. The personality back of the words that are spoken is of as great importance as are the words themselves. The spoken word should come from the heart of the speaker, living and breathing his emotions in a simple, sincere, and direct way.

Speech training is vital to everyone. It is especially vital to the Seventh-day Adventist. "Cultivate the voice to the utmost of your ability. . . . Strive with determination to be perfect in speech."² Correct speaking habits can be learned much more quickly by students of academy age than by those of more mature years. Most of the people in this country have speech defects of one kind or another. Most of them can be cured if a proper procedure of study is followed. Speech defects are much more easily corrected in an adolescent person because habits are more easily changed when one is young. It has been said on good authority that 95 per cent of the American people have good voices, but that only 5 per cent of that number use their voices correctly.

An important part of the work done by

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Degree Programs for Graduate Nurses

D. Lois Burnett, R. N.

ASSOCIATE SECRETARY, MEDICAL DEPARTMENT

THE educational level attained in the profession of nursing rests largely with the nurses themselves. Recognizing this, graduate nurses have grouped themselves together in voluntary professional organizations for the study of ways and means of improving health education, promoting health, preventing disease, and giving nursing care to the patient. The educational program of the student of nursing which would tend to bring about a more complete realization of these objectives in the service of the graduate nurse must be a growing program to keep pace with the findings of this critical study.

Universities and colleges have taken cognizance of the improvement in nursing education, and have quite generally recognized the content of the basic professional course in many schools of nursing as being conducted on a college level. This is evidenced by the fact that it is not unusual for a graduate nurse pursuing a degree program in a college or university to have her school of nursing transcript evaluated for fifteen or more semester hours of college credit. A study of this practice in colleges by Louise Oates¹ showed a range from fifteen to sixty-four semester hours of college credit for the basic professional course with a median of about thirty semester hours.

What should be the degree awarded when credit is given for the basic professional course? The degree may be an academic degree or a professional degree. A difference of meaning exists concerning these terms. However, a rather general acceptance of the terms indicates that the academic degree is awarded at the completion of a program

which conforms to the college or university requirements. This program of study contains a major requirement and possibly a minor. The semester hours of credit given for the basic professional course in nursing may be substituted for the major requirement or in some situations for the minor requirement. The bachelor of arts degree programs, or curriculums, are usually of this type, and the bachelor of science degree programs may or may not be. Another characteristic of the academic degree is that less credit is usually allowed for the basic professional course than in the program for the professional degree.

The program leading to a professional degree is characterized by a wider selection of liberal arts courses, although, as stated above, the total semester hours of such courses is usually less than in the program for the academic degree. Bachelor of Science in Nursing and Bachelor of Science in Nursing Education are professional degrees.

*A Curriculum Guide for Schools of Nursing*² recommends that the term Bachelor of Nursing Education or Bachelor of Science in Nursing Education (the latter preferred) be "interpreted as meaning that the individual has received special preparation as a teacher, supervisor, or administrator in nursing schools. These statements also refer to the Master's degree." The Bachelor of Science in Nursing Education consequently indicates special preparation for a specific type of professional service. It is understood that this degree program shall include a major requirement comparable to the other major requirements

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The Retarded Pupil

Dorothy Blake Walter, R. N.

ESCONDIDO INTERMEDIATE SCHOOL,
ESCONDIDO, CALIFORNIA

AT the beginning of each school term the teacher should take a careful inventory of her pupils. There are two important reasons for this: (1) that the physically or scholastically retarded pupil may be found early enough in the year so that effective remedial work may be done; (2) that any possible physical defects or mental or social maladjustments in apparently normal pupils may be detected. Such an inventory would include the following:

- a. A simple physical examination.
- b. A checkup of the pupil's health habits.
- c. Tests to determine the level of the pupil's scholastic achievement.
- d. A study of individual behavior and reactions to both work and play.
- e. A visit to each home early in the year.

A large percentage of backward pupils suffer from one of the following: malnutrition, chronic infection (especially of teeth or tonsils), impaired hearing, or defective vision. Good physical health is the basis of good mental health. Normal progress cannot be expected until these major defects are corrected.

Where there is a school nurse the teacher should obtain the health records from her. She should make a record of the defects of each child and note beside each the nurse's suggestions for correction. From time to time she can also jot down her own plans for incorporating this remedial work into the daily program. Through intelligent co-operation with the nurse she can accomplish a great deal.

Where there is no school nurse the teacher's problem is obviously not so

simple, but it is possible for her to identify certain defects by very simple tests. The following procedures will help in discovering these.

Weighing and measuring: Each child should be weighed and measured at the beginning of the school term. He should be weighed at least once a month thereafter and a simple graph kept that will show at a glance a loss or gain in weight. Any child who is consistently losing weight or who is more than a few pounds either overweight or underweight should have a checkup by a physician.

Dental examination: While the teacher will not be able to detect all dental defects, she should be able to judge whether the child needs dental care. Whenever there is evidence of dental caries, especially of the six-year molar or of other permanent teeth, and in cases where the chewing surfaces do not meet properly, the teacher should recommend to the parent that the child visit a dentist.

Hearing test: A child should be able to repeat correctly words whispered distinctly from a distance of ten to twelve feet. His back should be turned to the examiner so that he will have no opportunity to lip-read. If he fails in correct repetition at this distance, try to determine the distance at which he can hear correctly. In this way you can estimate fairly accurately the child's ability to hear what goes on about him in the classroom. Remember that many a "dumb" child is simply a deaf one.

Sight test: Such an examination is of no value in detecting the more serious defects, as these can be diagnosed only by a competent oculist. However, it

will aid in finding those who are unable to read material from a normal distance. Charts for testing and directions for administering the test may also be obtained from the health official or superintendent. Any child who is unable to pass a distance reading test should have immediate attention. Evidences of eye-strain or frequent headaches should also be noted.

In all these it is imperative for the teacher to remember that she is not to attempt to diagnose a case or to prescribe a remedy, but only to explain to the parents the probable difficulty and advise that a competent physician be consulted.

Good personal hygiene is essential. A record of the children's habits will show where the most teaching emphasis should be placed and will conserve much time and energy. A health-habit record might include the following:

1. Sleep habits.
 - a. Bedtime.
 - b. Hours of sleep per night.
 - c. Quality of sleep.
2. Eating habits.
 - a. Sufficient amount of protective foods (milk, whole grains, fruits, and vegetables).
 - b. Regular mealtimes.
 - c. Eating between meals.
 - d. Wholesome breakfasts.
 - e. The candy habit.
 - f. Too-late dinners.
 - g. Quality of appetite.
3. Cleanliness of person.
 - a. Care of teeth, nails, and hair.
 - b. Washing before meals.
 - c. Frequency of bathing.

4. Cleanliness of clothing.
5. Posture and breathing.
6. Exercise and play habits.
7. Regularity of evacuation.

Much of this data can be compiled from the short written quizzes given in the health classes. It is important that at all times the teacher avoid embarrassment to any child by not asking for information to be given before the rest of his classmates.

Achievement tests should be given in the fundamental subjects to determine the level of each pupil's achievement. Where results of these tests indicate deficiency, IQ tests should also be given. Remedial work should begin at the pupil's achievement level—or slightly below—regardless of the grade in which he may be classified.

To the child, school is a series of continual adjustments. When for some reason he fails to accommodate himself to the school routine, he becomes confused, restless, and unhappy. These unadjusted children are "problem" children. Early recognition of maladjustment is of vital importance, as the child's future mental and social health will be largely what his childhood experiences have made it. The teacher who is understanding and tactful can do much to help these "problem" children adjust themselves mentally and socially.

A visit to the home of a child may solve the problem of a child's failure. His inadequacy may be a direct outgrowth of home conditions. His personality is largely the result of his environment.

Preventive Discipline

Archa O. Dart

EDUCATIONAL SUPERINTENDENT,
POTOMAC CONFERENCE

PLANNING for good discipline is just as important a part of the teacher's daily preparation as is planning the Bible lesson, the arithmetic class, or the morning devotional exercises; for discipline is an integral part of education.

First of all, the purpose of discipline must be determined. Is its aim to make the children do what the teacher dictates? Is it something to exhibit on parade? "The object of discipline is the training of the child for self-government."¹ Every rule should be to help the child strengthen his will power, his sense of right and wrong, and his judgment. Each teacher will succeed in teaching discipline to the degree that he himself has learned self-government. The courteous, Christian teacher has the best discipline.

There is more teaching value in preventive than in corrective discipline. No hard-and-fast rules can be laid down for corrective discipline, but specific preventive measures can be taken.

The teacher begins the first day to lay the foundation. Since reading a set of rules will very likely be confusing to some and may act as a challenge to others, he explains the plan or rule only when the occasion demands.

FIRST DAY

1. *Seat assignment.* Since a few bad combinations can create a world of trouble, the wise teacher therefore postpones making permanent seat assignments for a few days until he knows his children.

2. *Reverence.* Before the first prayer of the school year is offered the teacher makes a few remarks about reverence, ex-

plaining that sinful human beings are about to come into the presence of the great and good God of heaven. They wish to invite Him to come into their hearts and to bless the school. If they expect Him to listen to their prayers, they must approach Him with awe and respect. The teacher states clearly that all will kneel on the right side of the desks facing the left, both knees are to be on the floor, the hands folded, and the eyes closed. The Bible teaches, "Let us kneel before the Lord our maker." Each one should listen to the prayer that is being offered. The one praying should speak so that all can hear. This form may vary somewhat in different schools, but the children should be told exactly what they are to do. An occasional glance around the room will reveal to the teacher whether everything is as it should be.

3. *Passing at recess.* Sometimes the good order that has prevailed in the schoolroom during class periods is shattered at the mention of recess. This should never be. Although military discipline enforced throughout the day would defeat the object of true discipline—self-government—it does have decided advantages and a legitimate part in the school routine. The recess period is the logical place for this type of training. The signals must be obeyed instantly—no exceptions!

SIGNAL 1—"Ready for Recess." (a) Desks cleared, everything in order, wraps put on (in bad weather). (b) The teacher, or the chairman of the games committee, announces the game (or games) that is to be played and who is "it" or who are to be the captains. If

a new game is being introduced, it is explained.

SIGNAL 2—"Ready." Both feet flat on the floor, both hands on the desk, all facing front.

SIGNAL 3—"Stand." Everyone stands at attention, on the right side of his desk. If it is necessary for the children to turn before passing, the signal "Turn" is given here.

SIGNAL 4—"Mark Time." Everyone gets in step with the music (phonograph record, preferably).

SIGNAL 5—"Pass." The one nearest to the door is the leader. The rest follow, keeping one arm's distance from the one in front. The leader marches to the "stop line" and stops, but continues to mark time.

SIGNAL 6—"Dismissed." The games begin. (If anyone has forfeited his right to recess, he returns to his desk instead of joining in the game.)

This method ensures order and perfect posture, and is a delightful variation in the school program. With few exceptions, the children thoroughly enjoy it.

Although under the best of conditions some disciplinary problems will arise, we believe that if these suggestions are followed, many unpleasant experiences will be prevented.

1. Be first to school. Possession gives authority, and the first one at school usually claims possession.

2. Greet each pupil with a smile. Make the children feel that you are glad to be alive, happy that you are teaching, and delighted that they are there.

3. Start on time; keep things going. If the children are to develop into dependable men and women, they must be punctual and industrious. The regular daily program will influence them more than any words of admonition.

4. Have daily work well in hand. Thorough preparation on the part of the teacher removes the tendency to hurry

and bustle through a class period, to nag and scold pupils for misunderstanding vague assignments, and to have "air pockets" in the program, at which time the teacher wonders what he should do next.

5. Have the study periods after the class. This ensures plenty of constructive work for each pupil all day. There is no danger of having a pupil reply to a request to study, "I got all my problems last night," or, "I forgot how you said to do that." The assignment has just been made, the method of procedure has been explained, and there is plenty of work to do.

6. Give bright pupils special privileges. When the assignment has been made for the average child, the bright ones will finish before the study period is over. To give them additional work is likely to encourage them to become dilatory. To give them nothing to do is to invite them to make faces at their neighbors. But to allow them to go to the reading table and select anything they may decide to read or to permit them to draw a picture or make a wigwam for the geography project places a premium on industry.

7. See that the room is comfortable and attractive. A room that is too cold or too hot or poorly lighted or ventilated causes restlessness. To have to sit in a room that is disorderly or papered a dark, drab color is depressing. All books and supplies not in immediate use should be out of sight, and not piled on the teacher's desk, or on the organ, or in the corner. The walls should not be cluttered with posters, charts, specimens, or announcements. A neat bulletin board should provide sufficient space to care for all exhibit material. One or two artistic pictures on the wall and a small vase of flowers on the teacher's desk will add grace and charm to the room.

8. Watch your voice. A voice that is

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STUDENT LEADERSHIP—An Editorial

WITH pride the young mother watches her child stand alone and then take the first step. Her heart flutters a little to see her treasure leave his chair support and take a few wobbly, uncertain steps into her waiting arms. But days pass and the lad climbs trees, rides a bicycle, swims, and helps his parents in home duties. Physically he becomes independent, and she would not have it otherwise. His first steps lead in the direction of athletic honors and skillful industry.

Leadership is a persistent force, carrying over for the most part from school days into community life. The person who is accepted by his fellow students as a leader will likely step out to the fore in some church or community activity. And here lies the potent reason why the schools should seek the development of every attribute of character at all likely to aid the future leaders. Talents may well be exercised in order that they may develop early and serve well.

Children and youth who later are expected to accept places of responsibility in their churches and communities should have opportunity in the schools to take short steps in leadership. All student organizations should have long-range planning so that they contribute definitely to the school's objectives, and function as satisfying outlets for the seemingly inexhaustible energies of youth. The pattern should be deliberately followed.

Student activities which afford the opportunities for leadership have often failed to make any appreciable contribution to school life. This may have been due to a failure to see in them any relationship to student development. As a matter of experience, the student may learn more outside the walls of the class-

room than within them. Surely every experience or influence that comes to him anywhere at any time forms a part of his curriculum in a broad sense.

Some have feared the democratic influence of student organizations, but this can ordinarily be safeguarded by requiring full responsibility with any grant of authority. Others object that activities and honors are limited to but a few students. This objection can be met by a deliberate distribution of opportunities for leadership and by limiting the number of positions and honors held by any student, no matter how capable he is.

The Sabbath schools, Missionary Volunteer Societies, and prayer bands are the highest type of student organizations. Within these the student hardly has the same degree of self-expression as is found in clubs, for instance. In the organizations not strictly religious, the student can develop other interests. There, too, he can grow toward self-directing maturity and can accept responsibility for his own acts. Prominent among the objectives should be the development of self-reliance, democracy, and creative ability. The administration of punishment for breaking general school regulations lies outside the realm of proper student activities.

The teacher may well become an educational strategist, coolly calculating the time when certain qualities should contribute to the life and leadership of the church. Under his generalship the children and youth may develop self-respect and self-expression, learn the techniques of government in school and community, and become sensitive to their own responsibilities to the church and society. He should strive to develop a personality, an interest, and an experience that will fit him for his unusual privilege.

TRAINING FOR RESPONSIBILITY

"God never intended that strong, independent men of superior intellect, should cling to others for support as the ivy clings to the oak."—*Testimonies, III, 494.*

"The laborer for souls needs consecration, integrity, intelligence, industry, energy, and tact. Possessing these qualifications, no man can be inferior."—*Gospel Workers, 111.*

"Education will discipline the mind, develop its powers, and understandingly direct them, that we may be useful in advancing the glory of God."—*Testimonies, III, 160.*

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!"—*Education, 271.*

"Those who are older must educate the youth, by precept and example, to discharge the claims that society and their Maker have upon them. Upon these youth must be laid grave responsibilities."—*Gospel Workers, 68.*

"Few realize that they have a constant work before them to develop forbearance, sympathy, charity, conscientiousness, and fidelity,—traits of character indispensable to those who occupy positions of responsibility."—*Testimonies, IV, 548.*

"The most brilliant talents are of no value unless they are improved; industrious habits and force of character must be gained by cultivation. A high moral character and fine mental qualities are not the result of accident."—*Testimonies, V, 321.*

"The youth have faculties that, with proper cultivation, would qualify them for almost any position of trust. If they had made it their object in obtaining an education to so exercise and develop the powers that God has given them that they might be useful and prove a blessing to others, their minds would not be dwarfed to an inferior standard."—*Testimonies, III, 367.*

"It is obstacles that make men strong. It is not helps, but difficulties, conflicts, rebuffs, that make men of moral sinew. Too much ease, and avoiding responsibility, have made weaklings and dwarfs of those who ought to be responsible men of moral power and strong spiritual muscle."—*Testimonies, III, 495.*

"If they [the teachers] are acquainted with the way themselves, they can train the youth to walk in it. They will not only educate them in the sciences, but train them to have moral independence, to work for Jesus, and to take up burdens in His cause."—*Fundamentals of Christian Education, 90.*

"God designed that they [young men] should be so trained in our colleges and by association in labor with men of experience, that they would be prepared for departments of usefulness in this cause."—*Testimonies, V, 392-393.*

"Our heavenly Father . . . sees that some have susceptibilities and powers, which, directed in the right channel, might be used to His glory, to aid in the advancement of His work. He puts these persons on trial."—*Testimonies, IV, 84.*

"Those who would be qualified to mold the character of the youth, must be learners in the school of Christ, that they may be meek and lowly of heart, as was the divine Pattern."—*Fundamentals of Christian Education, 191.*

"Patient, conscientious teachers are needed to arouse hope and aspiration in the youth, to help them to realize the possibilities lying before them."—*Counsels to Teachers, 498.*

"Let the teacher once gain the confidence of his students, and he can easily lead and control and train them."—*Counsels to Teachers, 503.*

"The watchful teacher will find many opportunities for directing pupils to acts of helpfulness."—*Education, 213.*

Code of Ethics, Associated Student Body, Lynwood Academy

MY PLEDGE

AS a student of Lynwood Academy, I pledge that I will never bring disgrace on my school by an act of dishonesty or cowardice. I will defend the ideals and sacred standards of my school. I will honor and obey its laws and do my best to encourage respect and reverence among those who are inclined to ignore them. I will strive unceasingly to encourage good citizenship, high scholarship, and genuine courtesy. I will be a good representative of my school at all times. I will leave this school not less but greater than it was left to me.

Name: _____

CITIZENSHIP CODE

As a citizen of this world preparing for citizenship above, I must have a well-rounded character. To perfect this character, I will be:

Loyal. I will be loyal to my home, my school, my country, and my God. I will love and respect my parents and bring honor to my family. I will cherish the ideals and standards of my school and contribute to its progress. I will have faith in the principles upon which this country was founded and be a law-abiding citizen. I will respect its emblem, the flag. I will reverence God, who created all men equal. I will keep His precepts, accept His will in my life, and seek His guidance.

Honest and Truthful. I will tell the truth without fear. I will be honest in thought and deed. I will accept deserved blame. I will be above petty gossip. I will despise cheating and thieving.

Obedient. I will abide by the regulations of the school. I will recognize responsible leadership and respect authority.

Friendly. I will be an optimistic, cheerful companion. I will value friendship and recognize and commend the good qualities of others. I will be tactful and kind regarding others' faults. I will seek enno-

bling friendships and keep them above reproach.

Trustworthy. I will have a sense of responsibility. I will keep my word. I will be worthy to be trusted without supervision.

Self-reliant. I will develop qualities of leadership. I will accept responsibilities and see the task through. I will have initiative and energy. I will promote teamwork.

Co-operative. I will value expert opinion. I will co-operate cheerfully for the good of the group and work faithfully on committees. I will promote sportsmanship; be a good loser and not a boastful winner.

Tolerant. I will be generous with the opinions and creeds of others. I will be patient to learn others' points of view. I will weigh all evidence before voicing an opinion. I will not force my view on others.

Physically and Morally Fit. I will develop habits of healthful living so that my mind may work properly. I will keep physically and morally clean.

Courteous. I will be guided by principles of genuine courtesy rather than mere social form. I will be considerate of others' feelings, property, and rights. I will show deference to those older than I and be helpful to those younger and weaker.

COURTESY CODE

"Manners are shadows of great virtues."

On the Campus. I will be polite in my conduct with strangers. I will not deface the buildings or school equipment. I will do my part to keep the grounds and buildings neat and orderly. I will not groom my person in public. I will dress neatly, appropriately, and in harmony with Christian standards. I will not use cheap language and slang. I will never be guilty of profanity.

In the Halls. I will be orderly in the halls, and respect the rights of others by

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Lessons in Denominational History

THE history of the Seventh-day Adventist Church presents an interesting story of human leadership under the inspiration of divine guidance. Men and women have been used of God to do His work, and the records of their deeds is a cherished possession of the church. These records must be studied and retold to the youth of the denomination, and they ought also to be given to those who have recently been won to the Seventh-day Adventist message.

There has been a growing need in the secondary schools of the church for *Lessons in Denominational History*. In no other academic course has there been such a wide range of methods, textbooks, and variety of material for study. While attempts have been made in the interest of uniformity, scarcely any two schools have used the same methods or procedure. At the same time it is true that no other course of study can better settle and establish the youth in the certainty of the three angels' messages than a study of the rise and progress of the Seventh-day Adventist Church.

To meet this need a committee was selected by the General Conference Department of Education to give study to this important question. Their work accomplished more than was expected or even hoped. It materialized into a book that is neither an innovation, a résumé of other books, nor a final word in the story of the church. It is an attempt to lay a foundation for a better publication that can be prepared after the criticisms and suggestions have been returned from the schools using the textbook.

The serious problems of preparing a book giving the story of such a growing and rapidly expanding institution as the Seventh-day Adventist Church were minimized by the elimination of many details, incidents, names, and dates. Details, statistics, sometimes names and often crises and world

conditions, soon become mere passing history and their importance is lost in the living developments of a church facing new crises and new world conditions. These incidents of church history have been left to be filled in by the ingenuity of the reader, the teacher, and the student.

Lessons in Denominational History seeks its background in the history of the apostolic and the Christian church down through the ages. Such incidents as are necessary to a better and fuller understanding of the Seventh-day Adventist Church and its doctrines have been developed. Special attention is given to the advent message and the signs of Christ's soon coming, to the "time of the end" and prophetic interpretation, to the Miller movement in North America in its relation to the three angels' messages, and to the pioneers of the movement and the formative period (1844-1865) of the church. In these periods new and original material has been gleaned from source materials and has been provided for the reader. This is particularly true of the advent movements and of the formative period of the Seventh-day Adventist Church.

The development of the message into a movement embracing the whole world has been properly stressed, with special emphasis upon conditions and problems in the regional and division conferences. A picture of the Seventh-day Adventist Church at work meeting world conditions and courageously facing the problems of the future has been provided for the reader. *Lessons in Denominational History* contains sixty-five chapters and has 336 pages of interesting material. It may be obtained from the Department of Education.

A. E. AXELSON,
*Instructor in Bible,
Oak Park Academy.*

An Important Council

A COUNCIL of deans of men and deans of women was held on the campus of Emmanuel Missionary College, Berrien Springs, Michigan, August 6-17. Delegates were present from all Seventh-day Adventist junior and senior colleges in North America. Also present were the supervisors of nurses' residences from the schools of nursing in the United States.

The sessions of the council were characterized by an earnest, sincere approach to the problems under consideration. The tenor of the discussions was realistic. Not for many years has it been possible to hold such a meeting of school-home workers. Every session gave evidence that the deans were endeavoring to maintain the same high standards of Christian education in the school homes as were laid down by the pioneers. It was equally evident that they recognized the impact of world affairs and the changing moral conditions surrounding the youth, and were trying to find practical, down-to-earth methods for counseling and guiding their students through the uncertain days ahead.

More than fifty topics relating to the work of deans were studied. In the closing days of the council, the presidents of the junior and senior colleges joined the deans in their study of problems of an administrative nature. Particular study was given to the status of the young men in time of war.

While the subjects up for study are common terms in the minds of Seventh-day Adventists, they received no ordinary attention in the round-table discussions. The desire was to find a workable solution to every problem, a solution that could be adapted to fit the need in each college and nursing school. Major topics included Sabbath observance, association of Christian men and women, recreation and amusements, health, discipline, and the spiritual program.

Out of these considerations came a number of resolutions which were approved by the full group of deans and presidents.

When finally initiated in the colleges these resolutions should do much to unify and strengthen the program of Christian education. Outstanding among the actions were those approving a deans' news letter, a student-aid program, a comprehensive recommendation for student placement, an internship plan for college seniors going into dormitory work, a handbook on etiquette, and women's medical cadet corps training.

Miss Mary E. Lamson, for thirty years a personnel worker in the schools, was chosen to edit the deans' news letter. Miss Lamson and Miss Hattie Andre were special guests of the convention.

The convention program brought a rich exchange of ideas and methods employed by the various institutions. It also brought a feeling of harmony and solidarity as the school-home workers became more personally acquainted with their fellow workers from other schools.

Each morning before beginning their work, the deans engaged in devotional exercises. To those who might have looked in, it would have brought reassurance that the deans of men and women are holding to the old landmarks and that young people coming under their influence will surely receive a training for Christian service in the closing days of the message.

Harvey A. Morrison, secretary of the Department of Education, was general chairman for the sessions. He was assisted by Dean Walter B. Clark of Pacific Union College, Dean Pearl Rees of Union College, and Mrs. Mattie Edgerton, supervisor of the nurses' residence at the New England Sanitarium.

Miss Lois Burnett represented the Medical Department of the General Conference. W. H. Teesdale, J. E. Weaver, W. H. Branson, W. E. Howell, C. B. Haynes, and other General Conference workers attended a number of the sessions.

WALTER T. CRANDALL,
*Dean of Men,
La Sierra College.*

Something Different in the Classroom

The situation. Twenty juniors met for the first time in the Spanish I class on September 8, 1941. Some were enthusiastic, with the feeling that at last they could study Spanish; some were expectant, wondering what it was going to be like to study another language; others had the attitude, "Oh, it's required, but I can't see the idea of learning Spanish; one language is all I need." And a few seemed to have a preconceived idea that Spanish was a bitter pill that must be taken in order to graduate from the academy.

How to fuse this varied group into a unit, each with the one idea of learning all that can be learned in a year about the Spanish peoples and their language, is the problem every Spanish teacher has to solve.

In order to learn a language, one should have occasion to speak it. In a class period forty-two minutes long there would be time for each one of the twenty students to speak no more than two minutes. In one week he would have spoken about ten minutes. In a year he would have talked or recited approximately six hours. One really cannot learn a language in that time.

Some students are quick and can make the most of their two minutes, and are not afraid to speak out clearly, but others are timid and hesitate for several seconds before reciting, and then speak so softly that no one can hear them. Meanwhile the quicker students are getting bored and are looking around for something more interesting, and they usually find it.

The problem. The problem seems to be to keep the quicker students interested and busy, and progressing according to their ability, and at the same time to make it easier for the slower, more timid pupil to recite; to provide opportunity for more recitations for each pupil; and to give more time for reading, translating, conversation, and drill in grammar.

The solution. The class was divided into three groups. Each group was directed by one of the quicker, more enthusiastic students, who read and translated his reading

lesson to the teacher, and wrote his grammar drills and had them corrected by the teacher, all before the class period began. Each student teacher submitted a grade for the members of his group every day they met. The grade for their work on grammar was based on the following scale: A or B if the exercises had been written; C for a good recitation without writing; D for poor recitation without writing. This scale for grading proved necessary to make sure the pupil had prepared his lesson before classtime.

The result. The student teachers mastered the theory and acquired the ability to read and translate because they had had personal instruction from the teacher and because it was impressed on their minds by helping the members of the group. They developed leadership and a sense of responsibility in getting their work in to be corrected before they came to class. Their judgment was developed in giving grades each day. They became more interested each day, for they were kept busy every minute in helping the slower pupils, instead of becoming bored while they were trying to recite with the class.

The members of the groups took more interest in the class because they could recite more often, could hear the others recite, and could make themselves heard. They were not so timid about reciting in the smaller groups. Ninety-five per cent of the members of the class wrote their exercises each day, thus helping them to answer more quickly because they had studied it out before classtime. An unlearned lesson showed up more in the small group. The approval of a fellow student seemed to appeal to them, and his disapproval was more dreaded than that of the teacher.

After an explanation of the assignment for the next day, and some general conversation on the affairs of the day, a short quiz or vocabulary test, or short reading exercises by one or two of the good students, the teacher's work was that of a

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An Experiment in Visual Education

AN interesting educational experiment has been conducted at Union College. Some of the teachers discovered what looked like a rich vein of educational and informational material. The vein had not been mined at all, and only a few fragments ever discovered. This vein consisted of the visual-education aids in the sixteen-millimeter motion-picture films, both sound and silent.

After some exploring and testing, a committee was appointed to explore the vein further. The result was the purchase of a sixteen-millimeter sound projector and a beaded screen. A visual-education committee of three members was appointed.

It was decided to show approved films at the chapel period once in two weeks. On alternate weeks during the semester pictures are shown to the young men at evening worship time. Often the young women also attend the evening program. Many of the films are shown as well to the children of the elementary school.

The work of the visual-education committee is (1) to select, order, and preview the films to be shown in the visual-education program; (2) to supply operators and arrange for the showing of all films; (3) to take care of and be responsible for the visual-education equipment; (4) to review the field of available films; (5) to provide a file of usable films with available sources.

To help carry out this work, one member of the visual-education committee is in charge of the equipment and oversees the student operators. He arranges for the use of the equipment. Another member has charge of collecting the lists of films and making and maintaining the filing system of available and probably usable films. A student looks after the details of the filing system and the ordering of films. All films to be shown are previewed well in advance if possible. Unless some reliable person can vouch for its usability, no film is shown without preview by the committee.

To aid in the selection of films, a card file

of good, usable films was started. The title, producer, length, size, whether sound or silent, cost, and source are indicated on the front of the card. On the back a record is kept of order date, confirmation, preview, use, group in attendance, date used, and where possible a description cut from an old catalogue. In the educational field a large portion of the listed films are likely to be usable, while in the entertainment field very few are usable. The file is divided into three main sections. The first contains the titles, filed alphabetically, of free films or those which may be secured for only the transportation costs. There are at present more than eight hundred such titles, about three fourths of which are single reels. Most of these are probably not questionable in regard to content, but some may not be of general interest. The second section contains the titles of the rental films of the educational type. More than twelve hundred such titles, mostly single reels, are listed. The third section contains the titles of longer rental films, features, and entertainment films, which are kept for the use of other groups. There are about one hundred of these titles, with twenty feature titles.

The equipment and file of films are available to other organizations in the school, such as clubs, dormitory or class groups, and the Home and School Association. The sponsor is responsible for the selecting and previewing of such films. A small charge is made such groups to pay for the operator and any possible breakage. Class instructors may use the equipment without charge, and the committee is glad to assist them in selecting and securing suitable films. The social and special-events committees also make use of the file and equipment.

There are many sources of films. The primary lists are (1) *Educational Film Catalogue*, which is a cumulative film catalogue; (2) *1000 and One: The Blue Book of Non-theatrical Films*; (3) the catalogues of the sources listed below. Many of the films are

secured from the Motion Picture Bureau of the Y. M. C. A., Bell and Howell, and Films Incorporated, all of Chicago, and the Universities of Nebraska, Kansas, and Colorado. These sources are ready to suggest films according to the user's own peculiar needs and desires. Lists of producers and distributors are available from Victor Animatograph Corporation, Davenport, Iowa; *1000 and One*; *Educational Film Catalogue*; and Bell and Howell.

The equipment consists of a sixteen-millimeter sound projector, two silent projectors, a permanent beaded screen in the chapel, a portable beaded screen, a signal light, and tables. Provision was made to darken the chapel by putting up ordinary window shades behind the Venetian blinds. These shades were given two coats of light-green opaque quick-drying paint. They serve very well in darkening the chapel sufficiently for daytime projection, even of colored films.

The total expense of equipment would vary from \$300 to \$600. The expense for films varies a great deal. The so-called free films, which require transportation at least one way, cost from thirty to forty cents a reel, and rental films from \$1.25 to \$2.50 a reel. A reel is about four hundred feet and takes about twelve minutes to run.

The sound portion of the projector may be used as a public-address system or for the playing of recordings and music records either with or without the picture projector.

The programs have been of a general nature, with neither advance study, build up, nor follow up to make them of more value. The films have been both of a general nature and in special fields. There have been films on lumbering, salesman-

ship, money, American development, industrial processes and growth, the World's Fair, photography, history of inventions and manufacturing processes, et cetera.

While the projector was not purchased for the purpose of entertainment, it does provide a means for showing entertaining films with profit and enjoyment. There are, of course, many borderline problems. The visual-education committee does not select and preview feature and entertainment films. This falls to the lot of the social or special-events committee. They have access, however, to the file of films, and help is given them whenever possible. The list of feature and entertainment films comprises about twenty, of which twelve have been previewed by members of the committees concerned. The others will be previewed as opportunity affords. The cards of the unusable films are kept, with reasons noted on the back, for reference when such films are suggested for use. Of the twelve previewed, four were found that are believed to be usable for entertainment purposes.

From the many words of appreciation given to members of the committee and a poll taken in chapel, it is inferred that the program of visual education is highly appreciated by both students and teachers. More good can and will be accomplished as the available material becomes more familiar. Probably some directed study will be given regarding the film both before and after showing. The experiment is worth continuing as a regular feature of the college program.

EDWIN B. OGDEN,
Professor of Mathematics,
Union College.

Books for Teachers

MODERN WONDER BOOKS. Columbus, Ohio: American Education Press, Inc. Complete set, \$16.

These booklets have been prepared as a supplementary reading program for grades one to six covering the fields of the social and natural sciences. There are twenty-five books for each grade, and the number of pages in each averages thirty-six. Five books in each of the first three grades devoted to folk-fairy tales, and three other titles bearing on evolution, obviously cannot be recommended. The booklets are filled with interesting material for children, drawn from the everyday world around them and from excursions into the social and natural science realms all over the earth. Reading clinics are using these books for certain types of remedial work.

THE CHILD AND HIS CURRICULUM. By J. Murray Lee and Dorris May Lee. New York: D. Appleton-Century Company, 1940. \$3.

The authors of this book have succeeded in presenting a most effective message built around an understanding of the growing school child and his learning experiences in the school. The book is eminently practical and keeps in the foreground the child with his interests and needs. It is well suited for use by teachers in training or in service.

EDUCATION FOR FAMILY LIFE. *Nineteenth yearbook of the American Association of School Administrators*. Washington, D. C.: National Education Association, 1941. \$2.

A small book of unusually helpful material on the home and everyone's part in making it what it should be. The school's dependence on and obligation to the home receive thoughtful attention. Much bibliographical material appears in the book.

HEALTH IN SCHOOLS: *Twentieth yearbook of the American Association of School Administrators*. Washington, D. C.: National Education Association. \$2.

This book is particularly timely and

helpful for academy principals and teachers, all of whom are vitally concerned if not interested in school health. Rich bibliographical materials.

ADMINISTERING THE SECONDARY SCHOOL. By Leonard V. Koos, James M. Hughes, Percival W. Hutson, and William C. Reavis. New York: American Book Company, 1940.

The names of the authors of this book include at least two of the most eminent in the field. The book should be the studied possession of every principal and others who have relations with the academies.

A DECADE OF PROGRESS IN THE PREPARATION OF SECONDARY SCHOOL TEACHERS. *A Study of Curriculum Requirements in 55 State Teachers' Colleges in 1928 and 1938*. By H. A. Sprague. New York: Bureau of Publications, Teachers College, Columbia University, 1940. \$1.85.

A book of special interest to those interested in the preparation of teachers for work in the academies and to those placing such workers. It enumerates the requirements in background, in education, and in specialization, for the various teaching fields.

SUPERVISION: *Principles and Practices in the Improvement of Instruction*. By A. S. Barr, William H. Burton, and Leo J. Brueckner. New York: D. Appleton-Century Company, 1938. \$4.

Newer concepts of supervision are crowding to the fore, and this volume presents teacher-learning situations as the center of supervision rather than the teacher with in-service or preservice training in the traditional plan. The authors have had wide and successful practical experience as supervisors, teachers of supervision, and participants in curriculum-revision programs. Principles and fundamentals of education are given more emphasis, and classroom procedures and techniques less. We commend this book to educational superintendents and secretaries.

Educational Survey

A VERY interesting study was made by Superintendent Theodore Lucas of the Wisconsin Conference when he was principal of the intermediate school at Indianapolis, Indiana. The study embraced four hundred pupils in twenty-two schools in Indiana, Illinois, and Michigan, and dealt with achievement, grade placement, and intelligence. The tests used were the Otis Group Intelligence Scale, Otis Self-Administering Tests of Mental Ability, and the New Stanford Achievement Tests. The tests were administered by L. L. Murphy, educational superintendent of the Indiana Conference; W. C. Loveless, superintendent of the Illinois Conference; and Miss Mabel Cassell, director of elementary teacher training of Emmanuel Missionary College. The tests were scored, and the resulting data were tabulated, classified, and interpreted by Superintendent Lucas.

The achievement results show that these pupils were above the standard norms for the respective grades from three to eight inclusive in reading, language usage, geography, physiology and hygiene, and arithmetic computation. The group was close to the norm in dictation and arithmetic reasoning, but sharply below the norm in literature, history, and civics. Reasons for these results are not easily adduced, because several potent factors bearing upon the findings were not isolated and evaluated.

Lack of space prevents citing achieve-

ment scores by grade levels, but the composite results of this study show certain trends which seem to be more or less significant. Superintendent Lucas, in commenting on some of these results, states that every grade fell below the standard norms in history-civics, the only subject in which this condition occurred. Those who are acquainted with the elementary curriculum are not entirely surprised at this record, because history-civics has been taught only every other year in the seventh and eighth grades, and very little history work has been provided in the intermediate grades of the elementary school.

In contrast to the results in history-civics are the returns in geography which show every grade from three to eight above the standard norm, with the fourth grade 19 points above. It is thought that this encouraging record reflects the influence of mission geography learned in the school, the church, the Sabbath school, and through foreign mission reports. Here again, the meaning of the results is not so easy to ascertain, because all factors bearing on the problem were not isolated and evaluated. Sufficient, perhaps, is the detection of a trend in a certain direction which should stimulate us to make further observations and to profit by the findings.

JOHN E. WEAVER,

*Associate Secretary, Department
of Education.*

NEWS from the SCHOOLS

E. N. DICK, for twelve years head of the history department of Union College, was elected academic dean of the college at a recent meeting of the board of trustees.

NEWTON OBSERVATORY, at Pacific Union College, is to have a new 16-inch reflecting lens, ground by Irvin Schroader. The new lens will be 30 per cent more powerful than the old 14-inch lens.

ADAM RUDY, formerly principal of Shelton Academy, is now principal of Sheyenne River Academy. He was succeeded at Shelton by R. Willard Wentland, who has been Bible teacher there for the past few years.

GEM STATE ACADEMY is proud of its new boys' dormitory, which is in use this year. The old dormitory has been remodeled to contain the library as well as classrooms. A new recreation hall is also nearing completion on this campus.

TWENTY-FOUR college science and mathematics teachers met in a two-week council at Washington, D. C., August 18 to September 1. R. E. Hoen of Pacific Union College acted as chairman in the discussion and consideration of their mutual problems.

NEW ACADEMY PRINCIPALS in the Pacific Union Conference include: O. D. Hancock of Arizona Academy, J. W. Rhodes of Fresno Union Academy, J. A. Simonson of Glendale Union Academy, E. J. Henning of Golden Gate Academy; J. D. Hardt of Kern Academy, H. H. Morse of Loma Linda Academy, and C. I. Chrisman of Mountain View Union Academy.

DAN W. PALMER, instructor in Spanish and mathematics at Southwestern Junior College, was elected principal of the new Spanish school located at Sandoval, near Albuquerque, New Mexico. This new school, proposed for many years as a training center for Spanish children and youth, is taking definite form on a rancho of sixty-five acres, and is being substantially supported by the Southwestern Union and the General Conference.

THE SPIRIT OF MISSIONS program inaugurated in the colleges this year provides for the teaching of several of the most important mission languages. Each language is being taught, where possible, by a returned missionary who has learned it in his labors among the people who use it. With him is associated one who is native to the language, to assist not only in teaching, but in translation work. The projects undertaken are as follows: at Pacific Union College, Chinese; at Walla Walla College, Chinese and Malay; at Union College, Urdu and Russian; at Emmanuel Missionary College, French; at Madison College, Japanese.

ONE HUNDRED TWENTY elementary school teachers of the Lake Union Conference attended the institute which began at Emmanuel Missionary College on August 30. The meeting was under the general direction of V. P. Lovell, educational secretary of the union. The General Conference was represented by J. E. Weaver.

PAUL C. HEUBACH, Bible instructor for several years at Lodi Academy and then evangelist and district leader in the Northern California Conference, has joined the faculty of La Sierra College as teacher of evangelism.

NEWBOLD MISSIONARY COLLEGE has removed from the fine wooded estate near Rugby to temporary premises about ten miles south of Birmingham. The removal extended over three weeks in January and February of this year.

GLEE KING, for thirteen years head of the secretarial department at Emmanuel Missionary College, has accepted a call to connect with La Sierra College in the same capacity.

H. A. MILLER is head of the music department of Union College. He formerly held the same position at Southern Junior College.

EARLY ENROLLMENT REPORTS indicate larger numbers than last year, particularly in the academies.

VERA HOOPES-WATTS, who has been teaching at Glendale Union Academy, is the newly elected piano instructor for Lodi Academy.

ANDREW J. ROBBINS, who recently returned from Manchuria, is assistant professor of history and homiletics at Washington Missionary College.

THE YEAR 1942 is the fiftieth anniversary of the founding of Union College in South Africa, which later became Spion Kop, and still later Helderberg College.

VERN C. HOFFMAN is the new principal of Bethel Academy, succeeding A. H. Parker, who accepted the position of assistant manager of Adelpian Academy.

J. H. METZGER, for eight years instructor in voice at Emmanuel Missionary College, is now head of the music department at Southwestern Junior College.

THE MIDSUMMER REPORT of Emmanuel Missionary College student colporteurs showed orders totaling \$10,469. The total number of hours of work reached 5,863.

MRS. LUCILE ROTH has been chosen to teach English and speech and to assist in the commercial department at Lodi Academy, succeeding J. Paul Stauffer, who is at Pacific Union College.

GEORGE WARGO has been elected head of the music department at Washington Missionary College. He has been an instructor in the department for several years, as well as a member of the National Symphony Orchestra.

AN INITIAL APPROPRIATION of \$12,000 for a new men's dormitory was voted by the Walla Walla College board at a meeting held at the Oregon camp meeting. Though war conditions prevent immediate construction, a fund will be raised and blueprints drawn, so that the building may be started as soon as conditions are favorable.

AN IMPORTANT LABORATORY EXPERIMENT in plastics by H. F. Halenz, professor of chemistry at Emmanuel Missionary College, received favorable publicity in the July issue of the *Journal of Chemical Education*. It concerns the practicability of methyl methacrylate as an embedding agent in which specimens for display may be preserved.

HAROLD E. MITZELFELT has joined the staff of Auburn Academy as head of the music department and director of the school band and other musical organizations. He has been for the past six years one of the leading high-school band directors of the State of Illinois.

THE TRANSFER of 24,000 books and 350 different kinds of magazines from Science Hall to the new library building, took Washington Missionary College students and workers only three evenings. The library has been open in its new home since July 26.

THE COLLEGEDALE HOSIERY MILL is playing the major role in helping thirty students to get their education at Southern Junior College. In the next few weeks there will probably be about fifteen more added to that number. All are girls.

MR. AND MRS. RUSSELL K. NELSON have joined the staff of Washington Missionary College. Mr. Nelson is in the department of history and Mrs. Nelson in the department of mathematics. They previously taught at Enterprise Academy.

DORIS H. CARLSEN is professor of home economics at La Sierra College. For the past six years Miss Carlsen has been an instructor in art and home economics at Pacific Union College.

SIX CLASSROOMS in the new administration building now under construction at Emmanuel Missionary College already have been finished for use during the present year.

MR. AND MRS. LEONARD HORNING have joined the faculty of Arizona Academy at Phoenix. During the past year they were connected with Yakima Valley Academy.

YVONNE CARO HOWARD, for the past two years teacher of piano at Lynwood Academy, is now an instructor in the music department at Washington Missionary College.

ALICE HOLST, who for three years was dean of girls at Broadview Academy, now holds the same position at Shenandoah Valley Academy.

WILMER EISEMAN, formerly of Yakima Valley Academy, is the new dean of men at Southwestern Junior College.

A Good Start

Continued from page 4

week. It may be desirable to outline to the students during the first days of the school year certain accepted standards of conduct and scholarship. Others should be added as necessity demands.

8. Assume sincerely that every student is in the school for serious business, and continue to act on that assumption until and unless the student's conduct seems to indicate otherwise.

9. Have the daily schedule of classes arranged and ready to put into operation on the first day of formal schoolwork even though each period is not fully carried through.

10. Make the first class assignments small but definite. Better attempt less and accomplish more than attempt much and accomplish little.

11. Have a supply of pencils and paper at hand for use if and when needed. Anticipate your needs and make provision for them as far as possible.

12. Remember that the teacher who comes to his students refreshed from communion with the Master Teacher is prepared to do that "nicest work" for the One who makes perfect His strength in weakness.

The new year is at hand; may it be a good one filled with the teacher's best for his students, and may the plans be laid so well and executed so successfully that the youth under his charge may have the image of God restored in their lives.

Speech Instruction

Continued from page 10

the students of public speaking should be that of speechmaking. Much of the instruction, aside from that given in the textbook, should be in the form of individual, constructive criticism. This criticism should be not only of the student's voice, but also of his posture, his bodily attitude, and his gestures. Anyone who is eager to express his ideas and feelings is conscious of the need of action; and if one would express himself in the most forceful way, he

must have command of his whole body. Platform manners are sometimes learned by observation, it is true; in speech classes, however, principles should be studied that will help to relieve the embarrassment of the person who realizes that he is being judged by every move he makes. This study of self as related to speech should be begun in youth, in the academy, and it should be continued through the college years.

¹ Ellen G. White, *Gospel Workers*, p. 87.

² *Id.*, p. 89.

Degree Programs

Continued from page 11

of the university or college and that over half of this major requirement shall consist of courses in nursing education which will prepare the graduate nurse for a specialized field of service. The remaining semester hours required are made up of foundation courses in education.

On the other hand, the term Bachelor of Science in Nursing indicates that the work in nursing submitted toward the degree has been on the basic professional level, although some courses in nursing education beyond this level may or may not have been included in the program.

The term Bachelor of Science in Nursing is not desirable to be used in connection with a program where a major in nursing education is given, nor should the degree of Bachelor of Science in Nursing Education be awarded at the completion of a program of studies when a major requirement in nursing education is not fulfilled. It is suggested that the degree awarded shall be in harmony with the major emphasis in the student's program, such as liberal arts, science, or professional.

There is no necessity for colleges to have the same objectives in the curriculums which they offer the graduate nurse. It is essential, however, that the objectives be formulated for these curriculums and that they be clearly defined. The curriculums developed must be in harmony with these objectives.

¹ Louise Oates, "Advanced Professional Curricula," *American Journal of Nursing*, August, 1938.

² *A Curriculum Guide for Schools of Nursing*, p. 660. New York: National League of Nursing Education, 1937.

Learning to Live

Continued from page 5

problems. In these sessions prominent speakers may present topics of interest, or a question box may be used and answers presented by the women of the faculty. One of the most interesting and beneficial chapels of this type at Lynwood was the discussion of the proper types of clothing for the high-school-age girl to wear. This was sponsored by one of the large department stores in Los Angeles, and conformed in every respect to the standards of Seventh-day Adventists.

T. W. Gosling has said, "The names attached to courses are not important. The underlying purpose is to give such training to boys and girls as will enable them to become adequate, sufficient, and high-minded homemakers, having knowledge, skill, and loyalty required for the high purpose involved in this almost universal task."

Schools serve their highest purpose when they train youth to use their intellects in connection with their everyday living. The highest type of education is that which enables men and women to do their work more efficiently and to appreciate the world about them.

Code of Ethics

Continued from page 18

not hurrying, and will refrain from boisterous talking and laughing. I will assist whenever possible by opening doors for teachers and students.

In the Classroom. I will enter the classroom in a prompt and orderly manner. I will show my respect for teachers by speaking politely and by complying with their requests. I will be attentive during class. I will not make any annoying noises or indulge in conversation with neighbors.

In the Library. I will do my part to make the library a place for quiet and efficient study. I will not deface books or periodicals.

In Rupp Memorial Chapel. I will be quiet and attentive during chapel exercises and show reverence during religious

exercises. I will not cause the speaker discomfort by laughing at mistakes he may make. I will not be so rude as to study in chapel. I will not hurry or push when entering or leaving the building. I will aim at all times to give strangers the right impression by being courteous. I will observe good decorum during all programs held in Rupp Memorial Chapel.

In the Cafeteria. I will eat only at the time and in the places set aside for this purpose. I will be considerate when in the lunch line and take my turn. I will observe good table manners.

On the Bus. I will cheerfully observe and encourage the enforcement of all bus regulations. I will follow the driver's instructions to promote safety and order.

On the Highway. I will obey all traffic regulations. I will observe the courtesies of the road that promote safety.

Something Different

Continued from page 21

supervisor. Her duties were being shared by three students who had surplus energy waiting to be put to use, and she came to the end of the class period with a feeling of relaxation, rather than of weariness and the question, "Will Mary or Johnny ever learn Spanish?"

The close contact with the leaders of the three units gave her a better understanding of these students. It took away the barrier that sometimes exists between teacher and student. It gave the teacher an opportunity to inspire them to continue their language study. It might seem that the teacher would lose contact with the members of the groups. Instead it served to strengthen the bond. Because they had not become tired of having the teacher before them for the period, they seemed eager for occasions to talk with her.

At the end of the school year there were fifteen in the class. In the final test there were 7 A's, 5 B's, 1 C, and 2 D's. One of the student teachers made eighteen points above the figure set for an A.

NEVA SANDBORN,
*Instructor in Spanish, San Diego
Union Academy.*

Preventive Discipline

Continued from page 15

too loud or too subdued creates disturbance. Speak clearly and distinctly. The tone of your voice indicates whether you expect obedience or not. Practice talking to the children, and not at them.

9. Visit the homes. A mutual understanding between the parents and the teacher is invaluable. No greater proof that the teacher is personally interested in the child is asked by the majority of parents than that the teacher visit in the home.

10. Keep the child's self-respect. Never humiliate him in public. It often wounds him, but seldom reforms. A prayer and a heart-to-heart talk, showing that you are interested in helping him to gain the victory over some weakness, will often deepen his love for you and fortify him to meet the stronger temptations of life.

11. Be consistent. If it is wrong for Peter to copy, it is wrong for Paul. If the rules and regulations are what they should be, they ought to be observed by all. The teacher should not weaken a child's will power by indulging him in misconduct. "Love and kindness are worth nothing unless united with the discipline that God has said should be maintained."²

12. Encourage the child. Success renews courage. Nothing will spur the child on to greater success than a word of encouragement from the teacher. "Johnny, your written work is so much neater lately, it is a joy to look over your papers;" or, "Mary, you are getting hold of yourself in good shape. You are not wasting your time so much now," is worth more than a sixty-minute lecture.

"It is the privilege of the faithful teacher to reap day by day the visible results of his patient, persevering labor of love. It is his to watch the growth of the tender plants as they bud, and blossom, and bear the fruit of order, punctuality, faithfulness, thoroughness, and true nobility of character."³

¹ Ellen G. White, *Education*, p. 287.

² Ellen G. White, *Counsels to Teachers*, p. 265.

³ *Id.*, p. 104.

Library and You *

BOOKS are the key of knowledge. Habitants get their books from the public library, but the students most get it from their own school library. Books are not as many as the readers need. That is one of the reasons that the librarian to form a time limit for the book borrowers. The limit, usually is two weeks, anyone who has borrowed the books from the library should return within this limit. If they borrow it overtime, they will fine at money, the quality is depend how long did it over.

There are some specially books only service for a few hours, and you can't take out of the library. This exception limit is depend which book.

If anyone who lost the library book, who should pay for this book's price, maybe some special library will be give up a special penal regulation. Such like repeal his rightness that he can't borrow any more books from this library afterward.

Borrowing books from the library, not only shouldn't make it dirty or spoil it, but also should fix it when you discover there is loss page or unnecessary pencil marks.

Most library is for the people, not only for a few person. We go to library in order to get some knowledge, then we can't do anything that can interroup the others. Break the library law, make noise, etc.—we never do that forever.

* A composition written the first semester in one of the academies by a Chinese student who had had but two years of English.

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